

# *The Southeastern Librarian*

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SOUTHEASTERN LIBRARY ASSOCIATION

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# The Southeastern Librarian

VOLUME XI

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## Letters to the Editor

### The Effective Administrator

John Hall Jacobs, Director, Atlanta Public Library, Atlanta, Georgia: I wish to express my sincere appreciation to . . . Mr. Oliver Field for his effective discussion of "The Effective Administrator." Hurrah, Mr. Field! Your succinct and pointed suggestions hit the bull's-eye, and caused me to glance at a stack of papers on my desk which must be cleared off at once! I also expect to submit a requisition for a larger waste basket!

All librarians are administrators, hence we all need to consider efficient administration—not high flown oratory, but practical, workaday principles. Let's place more emphasis on the subject in library schools, in professional meetings, and staff meetings. Let's utilize our professionals by demanding high-level performance in organizing their time, energies, and materials for which they are responsible. A recent study of work performed by registered nurses revealed that less than half of the nurse's time was devoted to nursing. Most of it is spent in transporting materials, getting ready for duties, and other chores which orderlies could perform just as efficiently. We librarians should learn from them.

In his next paper, let's hope that Mr. Field will explore additional aspects of administration: communication, professional vs. non-professional assignments, effective staff meetings (really Mr. Field, couldn't such meetings be made productive?), in-service training, planning, evaluating, etc.

And finally, haven't you been a little hard on our women colleagues? As a mere man, I must admit that my sex does not enjoy a monopoly on administrative talent.

### Foreign Languages for Librarians

Hensley C. Woodbridge, Librarian, Murray State College, Murray Kentucky: . . . I note in a recent issue of one of our library journals that some library school directors were all in favor in getting rid of the foreign language requirement.

Here at Murray with a staff of six I am the only one who can read anything but English. Perhaps we should all specialize even more so that a person who wants to be a children's librarian could enter the field without any foreign language, but insist on a good language background for those wanting to enter the college, research, and university fields.

Many an individual goes through library school without the faintest idea of how to go about compiling enumerative or annotated bibliographies, yet these are the lifeblood of reference; in my case, I'm sorry that I never learned anything in library school of descriptive bibliography.

One of the recent issues of *Library Journal* quoted from Bateson's remarks in a recent *Antiquarian Bookman* about how little librarians knew and how little education they really need. The whole article appeared in one of the education journals recently.

We need not only be concerned with library education but somehow many of us cease our quest for knowledge once we have earned our degrees and become bogged down with the minutiae. This needn't be always our own fault. I have the strange feeling that once we have our library science degrees that as a hobby or through careful study the various staff members should be rather expert in various subject specialties.

## *from the Editor*

One of the happier developments in these troubled times is the increased esteem given to the intellectual. Because the impetus for this development was the trouble of the times itself—that is, the Cold War and the nuclear and space competition which it engendered—the scientist was the original beneficiary. Fortunately for those in the social sciences and humanities, eminent spokesmen for the sciences have recognized and asserted that science education without the salutary influence of the liberal arts becomes mere technological training, and that technology has no social function or ethical purpose. This new respect for the intellectual, then, has been accompanied by a growing awareness of the interdependence of all branches of learning.

This is a development which has assumed many forms and has had diverse effects. A few instances may be cited. The Big Man on the Campus, according to a recent article, is no longer the star fullback, but the president of the student council, recognized for his intellectual prowess as well as for his political skill. In engineering education, the number of institutions participating in the five-year program—three years of liberal arts plus two of technical education—has increased steadily. In both elementary and secondary schools, accelerated learning, the education of gifted children and other trends aim toward the fullest intellectual development. In business and industry also, the importance of intellectual achievement is now recognized. As one example, the Bell Telephone Company initiated a program of sending branch executives to the University of Pennsylvania for ten months' immersion in humanities studies. The federal government, by supporting area and language programs in colleges and universities, has given further impetus to the movement, and the Kennedy Administration itself, by the appointment of intellectuals to many key positions, has enhanced the development with a certain glamor and prestige. To bring it more closely to home, finally, the development has resulted in increased reading, reflected in the growth of book and magazine publishers' sales.

If librarianship has any real significance in the intellectual process, any meaningful part to play in the pursuit of learning, it should make the most of this development. The impact has already been felt in some areas of the library world—in increased budgets and circulation figures, in the recognition of the need for training science librarians and documentalists to cope with the proliferation of scientific materials. Yet it seems that this development should affect the profession in another way, surely just as important.

Recruiting has long been a major problem for librarians, and one obstacle to a successful recruiting program has been the public image of the librarian. Whether justified or not is beside the point; there is no denying the image is hardly one to excite the imagination. Leaders among high school and college students, it seems, do no think about entering librarianship. They prefer fields which they regard as vital and in which they feel they can help shape the future.

Because of the development described above, circumstances now provide an opportunity to change this image, to give it vitality. Librarians need not be looked upon just as guardians of books, or even merely as collectors and organizers of information. Rather, they should be regarded as playing a crucial role in this new world of ideas, as integral factors in the expansion of intellectual horizons.

On March 2-3 in Charlotte, the SELA Conference on Recruiting for Librarianship will be held. No more urgent problem faces the profession. The Conference comes at a uniquely opportune time; if it can take full advantage of the new regard for the pursuit of knowledge and place recruiting within this context it will have performed a notable service.

*Persons interested in attending this conference should write: Mr. I. T. Littleton, D. H. Hill Library, North Carolina State College, Raleigh, North Carolina.*

# The Growth of a Philosophy of Reference Service

By GEORGIA H. FAISON\*

Beginning as a student assistant, and later as a professional staff member at the University of North Carolina Library, the Editor was associated with Miss Faison for over a decade. During that time, he constantly marveled at her ability and scholarship and gained a tremendous respect for her as a person and for her concept of the reference function—in short, she seemed to be the epitome of the ideal university reference librarian. This opinion, he discovered, was shared by many librarians throughout the Southeast. Thus, in planning this issue on reference, it seemed only natural to ask Miss Faison to write something about the philosophy which she had evolved over so many years of outstanding reference service. W. R. P.

One day in the mid-twenties an invitation came from my alma mater to join a group of alumnae in writing a series of articles describing one's chosen profession to serve as a suggestive career reading list for younger college sisters. When I began searching for a terse statement to be used in summarizing the nature of library work, these lines occurred to me:

In good sooth, my master, this is no door.

Yet it is a little window that looketh upon a great world.

Not too long before, I had found them inscribed on the title page of a long forgotten book and had liked them. This quotation seemed a succinct portrayal of a librarian's life—

\*Reference Consultant, North Carolina State Library.

a quiet one with untold vistas stretching beyond.

In the mid-twenties I was searching for a definition of library work. Now in the early sixties I have been asked to state my philosophy of reference service and once again these lines come to mind.

During the interim of thirty-five years, I perhaps have learned the difference between a definition and a philosophy; between gazing upon a wide world, and having contacts with one through communications with those who pass through the door beside the small window and return bringing reports.

Misgivings over attempting to offer a personal philosophy were to some degree dispelled by reading the late George Santayana's statement that: "Viewed from a sufficient distance all systems of philosophy are seen to be personal, temperamental, accidental, and premature." Added to this by way of encouragement are comments found in the recent June issue of *RQ*.

Its lead article, as you will recall, begins with this question, "Can reference service be measured?" An answer follows hard upon its heels announcing that, "The professional literature reveals courageous efforts in the past, but no consensus either in standards or statistics."

This authoritative summary of the findings of the A.L.A.'s Reference Service Division's Committee on Standards is not only accepted here

as a statement of facts, but also to imply that the field is wide open to anyone with the temerity to state a philosophy provided he bears in mind Professor Santayana's stipulations.

As it is probably the way with all philosophies, mine has evolved through the years in a jigsaw-puzzle fashion. It is a composite of the dicta of library school days, the sage council of the professional giants, a happy chance brought my way, and the day-by-day routines when ideas were being tested and transmuted into service. If the crucible of experience can mold these various composites into an acceptable pattern of service, then I dare to offer a working philosophy with a small measure of confidence.

An intimate introduction to the library world was made at the Pratt Institute Library School. Even from a distance of forty years the memory is sharp and clear of the emphasis placed upon the ultimate goal of library service. And the obligation of a librarian to work toward it by meeting the patron's need was neatly weighed against the minutiae of technical craftsmanship.

The obligation to read more or less uninterruptedly was held before the embryo librarian somewhat in the manner of an oath demanded of a votary. Now reading to Josephine Adams Rathbone did not mean merely "reading with a purpose." It meant reading voraciously and reading for the love of it, not only because it made a full man, but also because it was the soil in which library service grew.

Her criterion for the relationship of librarian to patron was equally demanding. Her admonition that the librarian should, in so far as the patron was concerned, subscribe to neither political allegiance nor religious creed needed time in which to

lay fallow before one could assent to it. At first it sounded unacceptably close to being a call for the abnegation of self; a surrender of one's individuality. Later, one construed her dictum to mean objectivity. As one grew wiser, it became empathy.

Perhaps she was trying also to impress upon her students the fact that perchance the book was speaking with the voice of authority and that the text did not require the marginalia of scribes.

At Albany a few years later Dr. James Ingersoll Wyer gave his version of Miss Rathbone's precept that no personal reflections nor bias should be allowed to obscure the message that the author might have for the reader. Dr. Wyer, however, chose to present this tenet of librarianship under the guise of "handmaidens" attending the "gods."

Interspersed with these years of study were two fruitful periods of work, in watching principles turned into practice, and lines of communication between book and reader established.

One of these purple patches was in the Catalog Department of the Yale University Library under the supervision of the gentle, scholarly Anna Monrad. The time was in the leisurely, early twenties before the Library of Congress had achieved its commanding position in the field of scholarship, and before its printed cards had eased much of the cataloging load of the large academic libraries. Then a young librarian, as inexperienced as I, was guided masterfully through the intricacies of ferreting out variant copies of an edition, identifying obscure writers, and in solving many other bibliographic problems.

This definitive cataloging was done so that the finished card might be a



faithful guide to the specific book that a patron sought.

May I recall from memory an example? It will illustrate Miss Monrad's conception of the catalog as a primary channel through which a seeker might gain access to a desired author, and thereby justify her meticulous craftsmanship.

The writing of an ancient Hebrew scholar had been laid upon my desk. The search for the correct form of name to use was long and circuitous. It finally yielded a total of a dozen variations perchance. Her response to the query about the preferred form to use was prompt and unequivocal. In substance it was to choose the form taken from the best known Hebraic source, and then to make references from the remaining ten or eleven. As an afterthought, or perhaps it was just another occasion to reaffirm her working philosophy, she added that some day some one might come seeking the author under any one of the variants and that he must be able to find the writer whom he sought.

Only a short while back, I was drawn peculiarly to a statement made by Mr. David R. Watkins, Yale's current Reference Department's head. It is taken from his article, "A Reference Librarian's View of the Draft Cataloging Code," and reads like this: "(The catalog) is the chief device by means of which the mass of information and content of a library is channeled to the user and effectively presented."<sup>\*</sup>

As I read it, the shadowy form of Miss Monrad stood at my side.

Another purple patch of supplementary experience came when I went down from Albany a year or so later

for a month of practice work in the Reference Department of the Columbia University Library. This was during the long tenure of Miss Isadore Gilbert Mudge. From her I was to receive another reminder of the weight of the words of authority in contrast to the interpretations of the scribe, and to learn a maxim of reference service.

On a particular day I was thoughtless enough to exclaim enthusiastically after she had passed a request over to me that I thought I knew the answer. Her response was also prompt and unequivocal: "You are not supposed to think, my child. You must find the answer in print."

The maxim I learned was the awesome responsibility of a reference librarian's "no." To say that a reference need could not be met was a many-fold negation. It could mean that the librarian had lost his skill; or, that he did not know the resources of the library's collection; or, that a channel of communication had been disrupted. If a final "no" was inevitable, the responsibility of uttering it must rest with the superior. It must not be assumed by a subordinate.

My library schools, as is probably true of all library schools, had sent me forth with a goodly number of ideals and precepts. Some of them had been underscored and expanded through intermittent periods of practical work. Still, before this collection of principles could be arranged into a pattern for service, or a manual of procedures, one gap remained to be filled.

Nowhere down the line had the art of establishing the proper relationship between the library and its patrons been taught. Perhaps it will always remain the intangible element that gives to reference service its illusive quality, the element that each reference worker must find for himself

<sup>\*</sup>Watkins, D. R. "A Reference Librarian's View of the Draft Cataloging Code"—*Library Journal*, May 1, 1961, p. 1770.

before he can evolve a working philosophy of his own.

Dr. Louis Round Wilson's job description in 1924, when I joined the staff of the University of North Carolina Library, is probably the briefest and most succinct on record. I was asked to bear in mind that the Library was maintained for the use of the campus and was requested at the same time to conceal red tape whenever it was feasible.

The first part of his charge, if we may so call it, was a cryptic condensation of ideals and precepts of service gathered along the way. Now, they were to lose their ethereal nature and were to be turned into a code of practical procedures. The figurative presentation of scissors to snip away at red tape was in reality both a challenge as well as a gracious permit to substitute an imaginative interpretation of a library's mission for a reliance for guidance upon an established system of rules and procedures.

Unconsciously, I had been started upon the course of developing a philosophy of library service that would contain the qualities mentioned by Mr. Santayana in his definition of philosophy. Mine was to be very personal; temperamental, perhaps; and entirely accidental. You may even decide that it was premature since an able committee is now at work trying to define standards and measurements for reference service.

Upon the conclusion of a short period of service at the circulation desk, a survey of several library functions in action had been rounded out. There had been cataloging at Yale, reference service at Columbia, and college library administration at Randolph-Macon College for Women. At last, I was to find a permanent niche in reference service strengthened by some knowledge of the supporting

roles played by other departments in making service to the public effective.

A goal had been reached and a new field entered in which surprises, discoveries, and professional adventures were to abound.

Among the first surprises was the discovery that bibles of library school days could be faculty suspects. The casual remark of a professor one day that the *Dictionary of National Biography* was useful as a starting point but that its statements were sometimes lacking in authenticity was received nonchalantly. The shock of his remark, however, sent my stock of professional complaisance spiraling downward.

On another occasion there was a similar experience. This time the faculty member who had paused by the desk for a chat happened to be a medievalist. To make a bit of conversation, I remarked incidentally that I had been searching for the first established date of the Christian era. Even then the handy book of facts may have been lying opened on the desk. In a couple of sentences, the matter was disposed of in a superficial manner.

At once the professor suggested an article in a scholarly periodical discussing the work of the Whitby Synod of 664 at which the dating of contemporary annals and chronicles had been a lively issue. There were radicals present who favored the new mode of using the Christian chronology, while the conservatives held to the church calendar or other contemporary forms. He suggested also the title of a book that had an authoritative ring.

These disillusioning experiences were a call for a revaluation of familiar reference tools in light of the specialist's need. They also accelerated an awakening to the fact that refer-



ence service in an academic library was a two-way channel of communication; that the incoming messages were often weighted with counsel and wisdom while many of the outgoing ones were inadequate.

It was during this period of disillusion that a busman's holiday brought Dr. Putnam of the Library of Congress and his colleague, Dr. Slade, reference librarian, on a visit to Chapel Hill. The heads of departments were assembled to meet the honored guests and were introduced in turn with their official tags. When my turn came to meet a noted reference librarian, who could speak from the stored wisdom and authority of decades of experience, the moment was bright with expectancy. But the anticipated words of encouragement were not spoken.

Instead of counsel to follow, there was a sober confession to ponder. The substance of it was that as the years of his service had increased, so had his conviction deepened that the nature of reference service was immutably vague. A quarter of a century later its nature was still considered illusory and a question had been raised.

During the years in between, it was essential to devise a compromise working code. A valiant attempt was made to reconcile the intangible with the tangible. But, how could one realistically convert the campus reference requests into tally marks to be entered on a daily work sheet to satisfy the demands of statistics-gathering officials or national groups?

For instance, how can a consultation be measured? And there were many of them. It sometimes happened that a professor stopped by to assess the library's collections for a piece of contemplated research; to discuss the pros and cons of interlibrary loan

borrowing, interlibrary visiting, or the effectiveness of mechanical aids in research. Or the consultation may have been with a graduate student, seeking advice in the methods of clearing a subject chosen for a Ph.D. dissertation; or, even with a timid freshman asking to have a difficult assignment explained out of earshot of a caustic instructor or a sophisticated fellow student.

Consultations such as these do not deal with the essence of research; they deal rather with the framework, the skills, and the mechanics.

In periods of bewilderment it was reassuring to recall Dr. Wilson's tenet that the Library existed for campus use. With this conception of a library's relationship to its patrons in mind, it was not too difficult to fill in a conventional work sheet with official punctilio while maintaining a personal prerogative to determine standards by expressed needs and to measure the service given commensurate to the satisfaction expressed.

If this conception of reference service is accepted as a valid one, then the relationship of the library to the patron becomes the reference librarian's greatest concern, and the effort to develop contacts and to establish channels of communication a never-ending task.

Perhaps an illustration or so may help to point up some of the inherent difficulties involved. Most of them are embedded in the fact that the patron and the librarian may be approaching the problem from different perspectives, from different levels, from different backgrounds. The patron may be a scholar or an expert in a particular field and the librarian a layman with only a general charter of procedures for a guide.

An incident of the early thirties was the story of many similar ones

to give life and meaning to these generalities. The young assistant of the moment was also the daughter of an English professor. One morning she came to work in an elated mood. The family pattern had been broken. Her scholarly father had solicited her professional advice and assistance. He was planning to compile a bibliography on a subject within his field and he had asked her to prepare a list of approved sources for him to consult.

To make sure that the parental approbation would be gained, the staff accepted the commission as a departmental assignment and went to work with zest. They were pleased with the results for his field had been carefully and intelligently combed.

As an afterthought, the question was raised whether or not such general tools as the *Readers' Guide* and the *Cumulative Book Index* should be included. The decision to add them was made reluctantly. But, after all, were they not among the dragnets for even erudite items published too recently to have been culled by the subject specialists? And then too, they would round out the list from the general to the specific.

The next morning there was dust on the daughter's bright plumage of yesterday. Since the carefully compiled list was accepted merely as a family affair, the professor did not hesitate to appraise it with the utmost candor. He was frankly annoyed to have been reminded of sources within his own field. The only titles that won his approval were the non-selective and reluctantly added *Readers' Guide* and the *Cumulative Book Index*.

This simple instance was marked by a daughter's chagrin and a moral for me. I had received an uncensored report, vicariously as it might be, on a reference service contact that was

diametrically opposed to the value that I, myself, had placed upon it. I had failed to understand an expressed need. The mistake made was that we had attempted to serve as experts where the services of a layman with a broader range of marginal fields would have been useful. It was clear that all the professor wished to know was whether or not he was overlooking general sources or those from other fields that would have been helpful.

Again, a bit later, a request was to reveal another angle to the patron-reference-service relationship. The head of the Classics Department came to the desk asking to be shown the location of the classical atlases. Since the atlas case was close by, it was a simple matter to observe him at work under the guise of working at a task of my own.

This professor was a very taciturn person who hitherto had shown scant regard for reference service. So, in this instance, none had been offered voluntarily. Volume after volume was withdrawn from its shelf, searched with apparently no satisfaction, and then replaced. Finally a buzzer sounded the warning that a class period had ended. Reluctantly, the professor returned the last volume to its shelf and crossed the few dividing steps and placed a note on the desk explaining as he did so that it was from the head of the Spanish Department asking him to locate a city with a Latin name.

What could have seemed more logical than this procedure, that a professor of Spanish should have called upon his classical colleague for aid in a matter that apparently lay within the latter's particular domain?

The city in question, however, had no legitimate place in classical geography. It was merely the latinized place of publication of a 15th century book

that had caught the Spanish scholar's attention. For the moment, he had obviously forgotten the publishing custom of the period in which his book was written. A fascinating chapter in the history of printing should have been substituted for a map in a classical atlas. Neither of the linguists had permitted his interest in the contents of books to become enmeshed in the techniques of publishing. Neither of them had been aware that a handy little guide to 15th century books not too far away from the atlas case would have cut the classics scholar's unsuccessful search by more than a half of the time spent.

This was just another case when a specialist had wandered out of his field into a marginal area of interest with no other guides save his own to direct his search.

A multiplication of this type of question, extraneous to the customary pattern of a patron's thinking, started a chain of ideas. Perhaps a reference librarian's forte lay in the organizational framework of a subject field; in a grasp of the salient characteristics of many areas rather than in the richness and depth of the contents of any; in a bibliographic-procedural-transfer-pattern, as it were, that would cover roughly all fields; in taking a fact from one setting and in transplanting it indigenously in another; in thinking of an isolated event or movement in the broadest involvement possible.

All of these musings added up to one idea, the concept of a rapport between the reference librarian and the patron. And this concept in turn implied that there must be a supple and adept manipulation of faculties—imagination, humor, sympathy—to make this peculiar contact valid.

Alice with her skillful use of mushrooms comes to mind and dramatizes

the need of some charm to assure a quick readjustment from the logical approach to one never before dreamed of.

Perhaps the charm might better lay in the ability to acquire a bifocal adjustment of one's mental vision akin to its physical counterpart in order to change the range of one's perspective so that the apparently irrelevant fact becomes relevant, and the accidental is made to fit into a preconceived pattern of conformity.

Or, perhaps the admonition of the good Saint Paul for Christian living might be construed to offer a bit of professional advice as well. If for the nonce, the librarian could become the patron's *alter ego*, all might be well.

Whatever may be the means, be they magic or otherwise, it is fundamental to effective reference service that a rapport exist and that channels of communication remain open. My job description continued to imply this.

It is never a matter of ultimate concern in maintaining standards of service that the library's resources are inadequate to support them. There are outside channels leading to richer collections and contacts ready for the making with fellow workers willing to offer aid in solving problems.

On the day that the Library of Congress generously searched a record to find when the red fox was last seen in Ireland so that a professor could work with greater certitude upon an old bestiary, a button was pushed that set in motion a wide-sprung channel of communication and strengthened contacts already in the making.

At another time, a graduate student was concerned over a reference he had found to the "blue men" of Ireland. It related to a romance upon which he was working. His problem

of the moment was to determine the historical validity of its background. The time of the romance was during the period when the Moors and the Norsemen were keeping the sea lanes alive with their commerce; when the Norsemen were fastening their name upon France, and the Moors apparently calling at ports in Ireland and finding the women attractive. Hence the vague reference to the "blue men." The authority cited for this romantic interlude was an Irish annal that was difficult to locate.

For many years the Library had been able to strengthen its reference service through the friendly and gracious cooperation of the Harvard University Library staff. So once again, our citation and our problem was relayed to them. The interest in the "blue men" was apparently contagious, for the response not only brought the information requested but added references that local sources had not uncovered.

These examples are just two from the many that illustrate just how expansive library cooperation really is. And its boundary is by no means a national one.

The search to find the current location of a manuscript formerly accredited to the Library of the late Sir Thomas Phillipps shows how circuitous a channel of communication may become. It also places a stronger emphasis on the *esprit de corps* of librarians in keeping these channels open.

In the case of the illusive manuscript, a diligent local search for clues came to an unsatisfactory end. A report of procedures with a call for help was sent to the Library of Congress. This request for aid came back to us in the form of a suggestion to call in turn upon the British Museum. This

advice was followed with confidence for a listening post had been established there. An answer this time brought a report and an address. More than a dozen sale catalogs, describing Phillipps' manuscripts and other rarities, had been checked in chance the illusive one might be listed with a marginal note giving the name of the buyer. The address was that of the manuscript authority, Mr. Seymour de Ricci, who was in Paris at the time. Along with the address was the comment that if any one knew the whereabouts of the manuscript, he would be the one. His response was prompt and positive. He knew the owner of the manuscript and the private library in which it was jealously guarded.

These vicarious excursions into other libraries enhanced by the cooperation of able and willing co-workers expanded the resources of the local library and added a dimension to its reference service that would have been otherwise impossible.

Analogous to the increase of library resources and to the expansion of reference through contacts and channels of communications with other libraries and librarians there is a similar growth that takes place among the reference staff through contacts and communications with patrons. The casements of small windows are enlarged to accommodate the lengthening horizons. Browning gives his "Cleon" words that will explain how this happens:

I have not chanted verse like  
Homer's, no—

Nor swept string like Terpander,  
no—nor carved

And painted men like Phidias and  
his friend:

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## *Local Material for Reference—Their Acquisition and Administration*

By WILLIAM S. POWELL\*

It is inconceivable today that any library worthy of the name should lack at least a rudimentary collection of local materials for reference if not for circulation. A resurgence of good old-fashioned patriotism, a renewed interest in education, and a need to prove to the world that the American way of life is best have all combined to bring about a new curiosity about things local. The librarian is in a position to further this trend. Providing the resources to satisfy current demand and insuring that the local collections are adequate for the foreseeable future are worthwhile incentives to encourage the growth and expansion of this segment of a library equal to the growth in other areas.

For our purposes local materials refer to those library resources which originate in or deal with a particular region, state, or community. The extent of a library's collection, of course, depends upon its resources, the patrons it intends to serve, and other libraries with similar collections in the area. The local scene certainly should receive top priority, but it is difficult to see how the state can be completely ignored. A good policy, perhaps, would be to collect as much state material as staff and financial resources permit. Beyond the state level there are many worthwhile aspects of the region which might well be covered in a local collection.

The types of materials collected in these areas will be just as varied as

are the resources of any good general reference collection. Books and pamphlets, including official documents, will undoubtedly make up the bulk of it, but maps, pictures, broadsides, recordings, films, and other forms must not be overlooked. In subject they may run the whole scale of human knowledge. They may be the product of the local press, a New York "vanity" publisher, the local historical society, the national headquarters of a business concern with a local branch, the local Woman's Club, or the U. S. Department of Agriculture. In each of them will be found information to answer questions likely to be asked by patrons at the present time and in the future. Much of the current material valued largely for reference purposes, it should always be remembered, will have value for the historical researcher in the future.

A useful local collection may be built up simply to answer the type of questions which experience has shown are frequently asked concerning the local scene: names of local office holders, the history of the old house down by the river, the Community Chest budget, a statement on the origin of the name of the first local settlement, the campaign promises of that new young man on the City Council, the school board's map of attendance districts last year. Or a local collection may be built up not only to serve this purpose but also to form a growing reserve of reference and historical material for years

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to come. In this case some attempt at completeness should be made. Long runs of annual reports of religious, patriotic, business, civic, and professional organizations should be maintained. Pamphlets issued locally must be acquired promptly as they have a way of disappearing. Photographs, perhaps from the files of the local newspaper or the public relations men in the community, must be acquired, identified and dated. Tape recordings of events of local importance or of radio programs of local origin are worthwhile additions to the local materials collection of a library aiming at completeness.

The wider the interests and the greater the local knowledge of the person in charge of this collection, the more complete and useful it will be. Personal relationships are important in the acquisition of materials in this category. Good publicity is essential if the collection is to grow through the interest of the patrons it is designed to serve. And interested and alert "spies" who are willing to report rumors of pending publications can render a real service to the harried collector who aims at completeness. An extra copy or two dropped into the bottom drawer now may prove useful in a year or two when it becomes necessary to barter for some other item which slipped quietly from the press while you were on vacation.

While a generous book budget is good insurance that a local collection will be relatively complete, a slim budget should by no means discourage all attempts to collect. Often it is possible to build up a useful and impressive collection at little cost. Local authors are more often than not honored to be asked to contribute autographed copies of their works to local libraries and to special collections elsewhere. Business organizations,

state and local governmental agencies, civic groups, cultural and patriotic societies, church and educational bodies, are all generally eager to have their publications made available to the public. Placing them in permanently established and serviced collections is one of their chief aims in publication.

Friendly relationships with one's counterpart in other collections throughout the state or nation will prove rewarding. Local attics often are found to be treasure stores for the collector of local materials, but he also finds pamphlets, programs, reports, and even books from elsewhere which are of no concern to him. The annual *Directory of Historical Societies and Agencies in the United States and Canada* published in Madison, Wisconsin, by The American Association for State and Local History, or the guide to subject collections published by the R. R. Bowker Co., will suggest collections elsewhere which will gratefully receive materials in their subject fields. Experience has shown that bread thus cast upon the water is returned many-fold.

Chambers of commerce are splendid sources for material in several categories. Their routine publicity and business-attracting publications frequently contain the most recent and best facts and figures on the community. Files of city directories from elsewhere in the state and nation frequently are maintained by chambers of commerce which collaborate with the directory publishers in one fashion or another. Often when directories are superseded they will be given to libraries which request them. A similar situation exists with respect to the fascinating and extremely valuable series of Sanborn fire insurance maps used by insurance adjusters. (It is possible that permission

of the publishers will be required before these directories and maps can be given to libraries, but if their importance for use as historical sources is explained there probably will be no difficulty in acquiring them.)

A plea for help in building up a local collection seldom falls on deaf ears. Radio stations frequently will contribute tape recordings of locally produced programs at no cost or merely for the cost of replacing the tape. Newspaper publishers have shown a willingness to contribute copies of special anniversary editions for preservation with other similar issues; and when approached for permission to film their holdings or back issues on a cooperative basis, numerous editors have willingly contributed of their files or funds, sometimes both.

Secretaries or other officers of most organizations which flourish within the area of interest to the local collection will usually provide copies of whatever published materials their organizations issue. Membership lists often are of great importance for reference use. State medical and dental societies, organizations of certified public accountants, restaurant owners, and a host of other business and professional groups have state-wide organizations. Their membership rosters, proceedings of annual meetings, house organs, and other publications may be used on numerous occasions to answer a variety of questions.

State and local documents, avidly collected and properly processed, will form a basic segment of a local collection useful beyond all measure. They touch all areas of interest and are more authoritative than other more popular publications. From these documents, questions can be answered covering such diverse topics as tax rates, recommended varieties of rhubarb, the number of females in prison,

the budget of the shellfish division of the commercial fisheries agency, why camellias should not be grown in an alkaline soil, how to renew a driver's license, and the titles of the geography books used in the sixth and seventh grades.

#### ADMINISTRATION

Collections of local materials in public and college and university libraries vary so greatly in size and content that generalizations concerning their administration would be well-nigh meaningless. They vary from a one-shelf collection of books and assorted leaflets to extensive holdings of all forms of library materials. They may be serviced by one or more staff members who happen to be on duty at the time they are needed, or the special collection may be fully staffed with a number of specialists. It is not unusual for a single member of a staff to be assigned duties with local materials in addition to other duties. Calls for work with local materials are then directed to the assigned staff member.

Routine cataloging of materials in a small or moderate-sized collection may be done by the catalogers of other library resources. For an extensive collection, however, there is no substitute for a trained and experienced cataloger in the subject field. Due to the nature of the collection, the detailed material, and frequently to the quantity of material on the same or quite similar subjects, it will be necessary to develop one's own classification scheme or to adapt Dewey, L. C., or some other scheme. An expansion of certain sections of one of the standard schemes is frequently possible.

Familiarity with the local scene, a knowledge of the history of the region, and an understanding of the

use to be made of the collection are important for good cataloging. Subject headings in most cases must be developed as the collection grows. Careful forethought as a new collection is begun can insure adequate adaptation of a standard subject heading list to fit this special purpose, but many headings which will be required will not appear in any published list.

The reference value of a collection of local material will be greatly enhanced by generously analyzing the contents of books and periodicals within the collection. Frequently catalogs of such collections contain author, title, and subject entries for every pertinent article in the periodicals which the collections hold. Separate chapters on important subjects in numerous books are frequently brought out in the catalog. It is not unheard of for the catalog to serve virtually as an index for many of the volumes in a collection of this nature.

There is no more reason for the librarian in charge of a local collection to be satisfied with less than perfection as a goal for cataloging than for acquisition. Ephemeral materials, particularly broadsides and pamphlets (which we might define to include pertinent articles extracted from periodicals published outside the region of interest), should be just as carefully cataloged as books and periodicals. Broadsides may be filed flat in map cases but pamphlets should be bound in tagboard or in one of the standard readily-available pamphlet bindings. Each should remain physically independent of similar material so that it can be treated as an entity having importance in its own right.

Time-consuming as it is, indexing should be an important function of the staff of a local collection. It makes good "pick up" work for desk at-

tendants. The serious librarian accustomed to work in an academic atmosphere or those associated with large city systems will readily find material in their holdings which can be profitably indexed. The anonymous biographical volumes accompanying standard sets of many state and local histories by reputable authors, for example, contain much valuable but elusive material. While these biographies have much of the vanity appeal about them they are, nevertheless, useful and at the same time difficult to use since the sketches are seldom in alphabetical order. There are frequent calls for pictures in most local collections, and a useful tool for finding them quickly is a card index of pictures in biographical volumes, state, county, and local histories, church publications, and other likely and unlikely sources. The *A.L.A. Portrait Index* may well serve as a guide in the preparation of such an index.

Providing up-to-date information on matters of public interest is one of the truly difficult and often frustrating tasks of the local collections librarian. Annual reports, departmental manuals, directories, and the like, have a way of coming to hand too late and, indeed, of already being out-of-date when they do arrive. One good solution to this problem is a carefully organized clipping file. Pasted on a good quality of tagboard and arranged by subject, clippings often prove to be a ready source of help in time of trouble. Of course, biographical material, historical features, and other articles of lasting importance, as well as subjects of current interest, should be clipped, mounted promptly, and properly filed.

Frequently the ingenuity of the librarian of a local collection is greatly taxed to come up with the answers

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## The Measure of Reference

By LOUIS SHORES\*

Call it a professional illusion. The fact remains there have always been a few reference librarians who have believed their service is measurable. Cannons' *Bibliography of Library Economy* records the efforts of the past—valiant though futile. And *Library Literature*, as well as *Library Science Abstracts*, reports scientific, statistical, philosophical, historical struggles with the problem of evaluating reference as it is found in academic, public, school, and special libraries.

On the other hand, administrators insist on performance figures; and on the other reference librarians respond with statistics that are at best invalid or unreliable. It is not the reference worker is less intent on evaluating his own work than is his employer. It is rather that the reference librarian understands how variable and intangible are the reference service elements.

When the Detroit Public Library reported for 1959/60<sup>1</sup> its central library had answered 798,000 reference questions and all Detroit agencies had handled 2,115,657 questions, what did it mean? Well, based on the city's 1960 population (1,670,144) this could be considerably better than A.L.A.'s post-war standard of 1/2 to 1 question per capita.

But is it really? Would the Detroit definition of an "informational question" exactly describe the concept of a reference question expressed so apt-

ly by the distinguished emeritus reference librarian of Baltimore's Enoch Pratt Free Library? "Headwork, not leg work" characterizes the professional reference question, Miss Mary Barton once said in a letter to Joseph Wheeler. Yet we know that some libraries record every "contact" between patron and attendant, while other reference departments are selective either by choice or by the compulsion of overwork.<sup>2</sup>

If that much variation can be found among public libraries, what other variations in question-counting exist in libraries of higher educational institutions? In school libraries? In special libraries? Just what is a reference question, and does each reference question count equally as one? Does a nod in the direction of the card catalog count more than the failure to locate an obscure incunabulum, though the latter requires ever so much more time and educated effort than the former? These are some of the doubts that beset the reference librarian as he submits to his director's demand for some kind of count to put into that all-important annual report.

And as if the perplexity over the reference question and how to count it were not enough, what about those other services performed by the reference department of any library? As often as not the reference librarian is the designated staff member to offer instruction. In academic libraries he

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1. Detroit. Public Library. *Annual Report*, 1959/60.

2. Margaret Hutchins in *Introduction to Reference Work* (Chicago, A.L.A., 1944) p. 10 defines a reference question as "a request for information of a definite nature which the inquirer expects to find in printed material and their like, or for a certain work or works not located in the library."

does it informally during freshman orientation, and countless times throughout the college year—every time a student wants help on the use of the card catalog, the *Readers' Guide*, or the *Statesman's Yearbook*, or when a faculty member doesn't know about the *Union List of Serials* as an aid to locating the nearest library with that missing journal volume. Formally, the reference librarian most frequently gives the freshman course on the use of the library, or the library unit in the English class.

In public libraries the reference librarian informally instructs the public in library use, and frequently lectures to community groups on how to get the most out of its public library.

All that has been said for academic libraries can be said for school libraries and much that is done in academic and public libraries occurs in special libraries. Well, how do you measure this instruction, formal and informal, and how much does it count in comparison with answering reference questions?

Nor do these two major functions—information and instruction—encompass all of the reference activities. There are, for example, the numerous bibliographies compiled by reference librarians in all types of libraries. The end products may be short lists of six entries on a popular subject or an intrinsic literature searching project for an original bit of investigation. How do you measure these reference efforts and equate them with those that go into answering questions and teaching library use?

Reference is a variegated aspect of librarianship and as such it often performs critically in organization and administration, in resources and technical processes, in circulation and dissemination, in program planning

and public relations. A reference division has personnel, quarters, and equipment, and some administrative effort must go into such things, for example, as staff scheduling and materials housing. There is the exacting responsibility for selection, not alone for so-called "R" books, but often for pictures and pamphlet files, for audio-visual media, for microtexts, for documents, and realia, and maps and globes. And when it comes to negotiating inter-library loans or accomplishing microfilming or photocopying, the reference librarian more often than not is the responsible officer. Well, how do you measure these things so that the administrator can make a case for a bigger budget next year? Even more important, how do we reference librarians evaluate these things for ourselves so as to know how effective we are?

Late last year the Reference Services Division of the A.L.A. activated a Committee on Reference Standards and Statistics.<sup>3</sup> In her charge to the Committee, President Frances N. Cheney, who had already directed a vast, pioneering survey of public library reference, asked that statistics be added to the standards responsibility because they "could not very well be separated." How statesmanlike this decision was can be underlined by examining the U. S. Office of Education's statistics for various types of libraries.

3. The members of the committee are:  
 Henry J. DUBESTER, Chief, General Reference and Bibliography Division, Library of Congress.  
 Neal R. HARLOW, Dean, Rutgers University Graduate School of Library Service.  
 Charles HIGGINS, Assistant Librarian, State Library, Lansing, Michigan.  
 Blanche JANECEK, Librarian, High School Library, Laboratory School, University of Chicago.  
 Samuel ROTHSTEIN, Director, School of Librarianship, University of British Columbia.  
 Rose VAINSTEIN, Special Librarian, Services Branch, U. S. Office of Education.  
 Mildred VANNORS DALL, Adult Services Supervisor, Lane Public Library, Hamilton.  
 Louis SHORES, Dean, Library School, Florida State University, Chairman.

The Committee's first meeting last A.L.A. "Mid-winter," though largely devoted to explanation, produced, nevertheless, a significant redefinition of Reference. Not that the term had lacked attention in our professional literature, but rather that the variations in scope had often been startling.

For example, as early as 1930, Wyer<sup>4</sup> had cited the "conservative," "moderate," and "liberal" schools of Reference thought, and our professional dictionary had discreetly chosen: "That phase of library work which is directly concerned with assistance to readers in securing information and in using the resources of the library in study and research."<sup>5</sup>

None of these, however, encompassed post-war trends in "information retrieval"; nor the British vanguard of "confidential enquiry"; nor what Dr. Wheeler has called "library-initiated reference"; nor research in which the reference librarian is an equal member, if not the innovator, in an investigating team; nor the "promotion of free inquiry" in a world at cold war.<sup>6</sup>

In consequence, the Committee under the leadership of Samuel Rothstein and Henry Dubester developed this statement:<sup>7</sup>

1. Reference services in a library should be recognized as a central responsibility of library administration, specifically organized to ensure the optimum use of the library's collections.
2. The distinguishing feature of reference services is in its relationship to the library's patrons. These services are of two essential types—direct and indirect.

4. Wyer, James Ingersoll. *Reference Work; A Textbook for Students of Library Work and Librarians*. Chicago, A.L.A., 1930, Chapter 1.

5. American Library Association. Editorial Committee. Subcommittee on Library Terminology. *A.L.A. Glossary of Library Terms*. Chicago, A.L.A., 1943, p. 113.

6. Shores, Louis. "A Frame of Reference." *Library Journal* 78: 88-93, January 15, 1953.

7. This statement includes Dr. Rothstein's amendments which arrived too late for inclusion in *RQ* version, July, 1961.

3. Direct reference service consists of personal assistance provided to library patrons in pursuit of information. Direct reference service may take many forms, each of which may consist of a number of activities, of which only the most frequent and representative are cited below:

(a) **Instruction** in the use of the library and in the use of items in the library's collections. This service may range from demonstration of how to fill out a call slip to explanation of the use of catalogs, bibliographies, and reference works, to assistance in interpreting the contents of materials in the library's collections. The central feature of this instruction, irrespective of its level or its intensity, is to provide guidance and direction in the pursuit of information, rather than providing the information itself.

(b) **Information Service**. This service may range from answering an apparently simple question through recourse to an obvious reference source, to supplying information based on search in the collections of the library, combining competence in bibliothecal techniques with competence in the subject of inquiry. The character and extent of library information service will vary with the kind of library, with the patron the library is designed to serve, and with the skill, competence, and professional training of the reference librarian providing the information service. Characteristic functions of information service are finding specific data or facts, interpreting the material or information found, translating, abstracting, literature searching, and others. The central feature of information service, irrespective of its level or its intensity, is to provide an end product in terms of information sought by the library's patron.

4. Indirect reference service comprises the preparation and development of catalogs, bibliogra-

phies, and all other reference aids which help in providing access to the library's collections and which extend the library's services through cooperation with other, or larger, or more specialized libraries. This recognizes the significant role of the technical or processing services of the library as indispensable to the reference function.

**General Note:** No outline of the reference function in libraries can truly correspond to the realities of day-to-day work with the library's public. The level, character, and variety of reference service that has been traditionally offered by libraries is a product of many factors, including the size of the library, its physical and fiscal resources, as well as its philosophy of service. The foregoing outline offers a concept of reference service which is broader in scope than many libraries can achieve. It recognizes, however, that the reference functions, as described, are in fact provided by libraries large and small, without necessarily being recognized as such. Effective understanding of the nature and the role of reference service in libraries should lead to more efficient and effective development of such service and of administrative recognition of its central role in the overall mission of the library.

From this preliminary definition the Committee has next turned its attention to the activities of Reference. What constitutes the reference function in every library type? What does the reference librarian actually do? An effort to categorize the various reference activities has resulted in a highly preliminary checklist, far from appealing to the Committee. But for what it is worth here is the checklist:

#### **ACTIVITY**

##### **I. Reference Assistance**

1. Fact questions—In library
2. Fact questions—On phone
3. Fact questions—By mail
4. Searching
5. Reading Guidance

##### **II. Research Assistance**

1. Information Retrieving
2. Abstracting
3. Translating
4. Literature Searching
5. Literature Summarizing
6. Material Interpreting

##### **III. Instruction**

1. Informal—Card Catalog
2. Informal—Library Collection
3. Formal—Class Unit
4. Formal—Group
5. Formal—Course
6. Writing Handbooks, Bulletin to Aid Library Use

##### **IV. Program Planning**

1. Group Meeting
2. Discussion Group
3. Reading Club
4. Film Forum
5. Record Club
6. TV and Radio

##### **V. Bibliography Compiling**

1. For Groups
2. For Individuals
3. For General Distribution
4. To Support Classroom Instruction
5. To Support Research

##### **VI. Selection**

1. "R" Materials
2. Books, Pamphlets, Documents
3. Pictures
4. Films, Filmstrips, Slides
5. Microforms
6. Disk and Tape Recordings (Sound)
7. Other Materials (Realia, Maps, etc.)

##### **VII. Reference Organization**

1. Ordering Books, Documents, Pamphlets
2. Bindery Preparation
3. Weeding Files, Books
4. Clipping Newspapers, Magazines
5. Indexing Local Materials
6. Microfilming and Photocopying
7. Negotiating Inter-Library Loans
8. Organizing Genealogical Sources
9. Supervising and Training Personnel
10. Acquiring and Arranging Equipment
11. Posting Signs, Printing Direction
12. Writing Copy for Newspapers, and Public Relations
13. Community Resources Liaison
14. Preparing Statistics, Records, Reports

Several directions now confront the Committee. Refinement of the preliminary checklist by reference librarians in all types of libraries is necessary if a useful instrument is to re-

sult. Committee members have already indicated inherent weaknesses in the preliminary checklist. The smaller library which has no separate reference department<sup>8</sup> may engage in many of these activities but not necessarily as part of the reference function. Nevertheless, an analysis of the reference jobs is preliminary to a more detailed study.

What is then proposed is to select representative libraries of each type distinguished for their reference service, and to "case-study" them. If these libraries are truly the best examples of effective reference service, what makes them excellent? How can their excellence be measured objectively?

Which brings us back to the main Committee assignment. How shall we measure reference? What can we count to give us a quantitative appraisal of reference?

Looking at current common methods of measuring reference service in American libraries, "perhaps the most common is the keeping of a running tally of questions asked."<sup>9</sup>

If some of these methods are looked at hard there is both cause for dismay and hope. Certainly the time factor is not reliable. Competence of the staff, richness of the collection, and any number of other factors accent the variables. Classification of questions by type, or by inquirer, or by sources consulted, or by purpose, all present formidable obstacles both as to validity and reliability.

There is some professional difference on the value of recording all ques-

tions. Miss Hutchins feels that "a file of all questions asked does not contribute greatly to an evaluation of the service."<sup>10</sup> But the late Bob Christ of Duke University contended that a full record of questions and citations revealed collection weaknesses and deficiencies in staff training and supervision.<sup>11</sup>

The case for studying the inquirer is put forcefully by Haygood,<sup>12</sup> who points out the effect of showing how many students, housewives, manual workers, etc., use the service.

Considerably more attention has been given to classifying questions by types. This, Sally Poundstone<sup>13</sup> has suggested, is imperative if reference librarians are not to be accused of inflating their statistics by lumping their directional and locational queries with requests for assistance of a more challenging nature. Studies of classifications of questions by type are summarized in *Basic Reference Sources*.<sup>14</sup>

In some ways British librarianship is further along in its efforts to measure reference. It was my good fortune recently to have the opportunity to sit in committee meeting in Chaucer House with the Library Association's counterpart of our A.L.A. Committee.<sup>15</sup> From the considerations during the morning session it was quite apparent that our colleagues across the

10. Hutchins, *op. cit.*, p. 199.

11. Christ, Robert W. "Recording Reference Service." *College and Research Libraries* 8: 23-27, January, 1947.

12. Haygood, William Converse. *Who Uses the Public Library, A Survey of the Patrons of the Circulation and Reference Departments of the New York Public Library*. Chicago, University of Chicago Press, 1935, p. 4.

13. Poundstone, Sally. "What Records Do You Keep on Reference Work?" *Library Journal* 82: 2750-3, November 1, 1957.

14. Shores, Louis. *Basic Reference Sources: An Introduction to Material and Methods*. Chicago, A.L.A., 1954, pp. 5-8.

15. Mr. E. Hargreaves of the Birmingham Public Library is chairman. Other members include Dr. A. J. Walford, editor of *Guide to Reference Materials*, and C. A. Toase, associated on the *Guide*.

8. Of 1167 libraries studied in the Public Library Reference Survey, one-half did not have a full-time person assigned to reference; nearly 100% of school libraries are in this same position. With increasing dispersal of the reference function, large libraries tend to complicate activity categorization.

9. Rogers, Rutherford B. "Measurement and Evaluation." *Library Trends* 3: 177-187, October, 1954.



Atlantic were contending with the same dilemmas. Behind them was a literature as considerable as ours, frequently proposing about the same solutions. For example, Barlow<sup>16</sup> in 1938 introduced the time element into recording and measuring reference. He suggested four categories: (1) requests for specific sources; (2) queries answered quickly (fact-finding); (3) queries taking 5-15 minutes; and (4) queries taking over 15 minutes.

Carnell<sup>17</sup> weighed the reader/material count, the former to be an attendance tabulation aided by the turnstile, and the latter, presumably, to involve a checking record. But she rejected the plan because of the bad psychological effect it would have on both the patron and the staff.

A rather ingenious idea was described by Lambie<sup>18</sup> who proposed "Reader-Hours" as a unit of measure. It involved, however, the complex and time-taking account of every reader from the time he entered until he left the reference department.

With these and other efforts at their disposal the Library Association Committee has thus far turned to the tangible measures of reference service first. Already the first result has appeared in print as a measure of the reference collection.<sup>19</sup> A second step appears to be a study of reference personnel. Two-fold is the approach here: practice and training. A national survey of reference library staffs through questionnaires is underway. In connection with the North

Western Polytechnic School a pilot four-weeks reference course based on practice is to be offered. Mr. Toase of the Committee has been named to supervise it. It is hoped that similar courses will be offered in other regions of the United Kingdom.<sup>20</sup>

Considering the deliberations of the British Committee on Reference Standards against the beginnings made by our American committee one possibility appears to be to concentrate on the "indirect reference service" as more reliably measurable. Recalling the first A.C.R.L. Committee on Classification and Pay Plans of which I was chairman, the most creative idea was Fremont Rider's "Service Unit." Something like this in the form of a "Reference Service Unit" (RSU) has recently challenged me. The RSU might just possibly be useful both for the direct and indirect services.

For example, direct reference service consisting of personal assistance to library patrons might well be measured in terms of both the educational level of the patron and the type of question. Both of them might be based on the class of reference library and the predominant character of its patrons. Weighing of these might require the advice of an expert statistician. Success, however, might for the first time provide a common unit of measure for all reference services in every type of library. Certainly, this approach for the indirect reference is already supported by the early A.C.R.L. score card and by the more recent British committee's work with reference stock.

The quest for a better measure of reference continues and the Committee earnestly seeks suggestions from their reference colleagues everywhere.

20. Minutes of a meeting of the Reference Library Sub-Committee . . . held at Chaucer House Friday, 24th March, 1961.

16. Barlow, S. H. "A Suggestion for Estimating the Use of the Reference Library." *Library World* 41: 29-30, August-September, 1938.

17. Carnell, Edith Jessie. *Library Administration*. London, Grafton, 1947, pp. 132-4.

18. Lambie, J. Hoskin. "Statistical Representation of Reference Library Use." *Library Association Record*, 4th series 18: 291-2, September, 1951.

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## For Every Reference Librarian— A Development Program

By MARGARET ENID KNOX\*

Every librarian in every position in every library should have the opportunity to become a better member of his profession, to enlarge his understanding, increase his knowledge, expand his special talents. Stating this in opposite terms, each librarian must recognize his obligation to his assistants, however few or many there be, to assist each one in understanding his professional strengths and weaknesses, and in aiding him in planning his own program for developing himself in those areas where he is weakest. No librarian has the right to hire another librarian unless he is willing to assist that person to develop his knowledge, his skills, and his abilities to the fullest.

Yet, the library profession has given relatively little thought to the need for planned post-professional development of librarians. Through the years a few voices have been raised in behalf of staff development and training but their suggestions have not been adopted by any significantly large part of the library world.

As early as 1923, C. C. Williamson stressed the need for some advanced work after a year or more of library experience. In his report for the Carnegie Corporation, *Training for Library Service*, he bemoaned the "noticeable lack of both incentive and opportunity for continued intellec-

tual and professional growth and improvement."<sup>1</sup>

Concerned over the plight of the college library staff, Lucy E. Fay urged a continuing education for those librarians to encourage and stimulate them in their daily work, and to help them build up and use more effectively the resources of their libraries. In Miss Fay's article are included the words of President Wriston of Lawrence College, who, as a college administrator, expressed his ideas on the subject as follows:

If this view of the librarian as an officer of instruction has any validity, he should be allowed to organize his time as do other officers of instruction. At least half of his working time should be available for private study and preparation. We should view with merriment, if not with horror, the suggestion that a professor spend seven hours a day lecturing to classes. Yet because the instructional aspect of the librarian's duties is not adequately perceived we never see the absurdity or the waste of reserving no time for him to spend in that exercise which seems so natural, indeed so inevitable a concomitant of professional duties. If the librarian must take the world for his intellectual parish, there should be time for him to study.<sup>2</sup>

Similarly, Sidney Ditzion urged a more liberal interpretation of the work schedules as he insisted that

1. Carnegie Corporation of New York. *Training for Library Service; A Report Prepared for the Carnegie Corporation of New York*, by Charles C. Williamson. New York [Boston, D. B. Updike, the Merrymount Press] 1923, p. 110.

2. Fay, Lucy E. "Continuing Education of the College Library Staff." *Library Journal* 62:199, March 1, 1937.

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"every possible effort and device must be used to permit librarians of all ranks and in all positions to develop as rapidly and as fully as their professional colleagues."<sup>3</sup>

In order to ascertain what planned opportunities for staff development exist in libraries throughout the country, a few surveys have been conducted. One of these surveys was made in 1941 by Harold Tucker, who studied public libraries in 15 cities of the United States with a population of over 500,000.<sup>4</sup> He revealed that, at that time, only three public libraries used training methods which could make up a creditable training program for professional librarians, judged on a quantitative basis of the number of devices used.

More recently the Public Library Inquiry discovered equally meager evidence of the concern for the professional development of the public librarian. The study concludes with the discouraging facts that "... less than half of the metropolitan libraries, a few of the large libraries, and very few of the smaller libraries have instituted personnel training programs for their professional staff."<sup>5</sup> Ladenson, in 1950, disclosed that only 29% of the 507 Canadian and American libraries questioned had *any* form of training program for their professional staffs.<sup>6</sup>

The latest attempt to assess the status of in-service training programs in libraries is the progress report from the In-Service Training Committee of the ALA Library Administration Division's Personnel Administration

Section, published in the *ALA Bulletin* for January, 1961. After eighteen months' activity, the Committee, through its chairman, Russell Shank, interpreted some of the results of its work in seeking out and documenting over 50 in-service programs. Most significant is the conclusion that "The obstacles libraries have met in attempting in-service training have been serious enough in most cases, regardless of size of libraries, to bar major or continuing in-service training programs in all but a few libraries during the past fifteen years."<sup>7</sup>

From a careful analysis of library literature on the development of librarians beyond the academic degree, a few highlights of which have been cited above, it would appear that relatively few libraries provide systematically planned programs for the development of their professional staffs.

The dictionary defines "development" as "the act or process of unfolding," "a gradual growth or enlargement," "a subjective expansion." "Program," as we recognize, implies a prearranged plan or course. Thus, a development program for reference librarians may be any planned procedure for assisting a reference librarian to improve himself, his knowledge, skills, attitudes, and understandings which enter into or influence his work; it is the planned provision of opportunities for self-development. The purpose of such a program is to increase the effectiveness of each librarian in his present position, to enable him to serve better his institution and his profession at large through an increased awareness of the challenging problems of the future and his ability to face change and challenge, and to prepare him for

7. Shank, Russell. "In-Service Training in Libraries." *ALA Bulletin* 55:39, January, 1961.

3. Ditzion, Sidney. "College Librarians and the Higher Learning." *College and Research Libraries* 8:53, January, 1947.

4. Tucker, Harold. *In-Service Training in Large Public Libraries*. Thesis (M.A.) University of Chicago, 1941.

5. Bryan, Alice J. *The Public Librarian*. New York, Columbia University Press, 1952, pp. 256-7.

6. Ladenson, Alex. "Our Libraries Have In-Service Training." *Library Journal* 75:1590-2, October 1, 1950.



promotion to a more advanced position in the library world.

This is a development program, not an in-service training program. It is believed that there are differences between the two, the essential distinction being the placement of the responsibility for post-professional education. Where development is the act of the individual, in-service training is instruction provided for people by the employer. This is stated in clear terms in the definition of in-service training as adopted by the In-Service Training Committee of the Personnel Administration Section of A.L.A.'s Library Administration Division: "In-service training is planned and organized instruction *originated and generally executed by management* after an employee enters a job."<sup>8</sup> Most frequently it takes the form of formal group activity, often in a classroom situation. Employees are called away from their jobs for the period of the training which is conducted either internally, by a member of the personnel staff, a department head, a member of the administration, or, externally, by a consulting firm or visiting expert. Through the years, in-service training has been linked with the working man while development has been applied to the manager, the executive and the professional man. In library literature, in-service training has been used most often to denote training on the non-professional level. Many people still think with Williamson that it is "of the nature of a makeshift, a substitute for something better which, for the time being, is impossible or impractical."<sup>9</sup>

This paper omits any consideration of orientation training since this is a distinct and separate problem, with its own techniques and methods.

8. Shank, *op. cit.*

9. Williamson, *op. cit.*, p. 112.

#### PRINCIPLES OF A DEVELOPMENT PROGRAM

Any program for development presupposes the acceptance of certain basic principles upon which such plans are built. None of these principles is new; indeed, they have been tested through the years and have been found to be fundamental to the effective growth of individuals in working environments. First, there is the recognition that learning is an individual process, making the individual and his particular needs a primary consideration in the planning for any educational program. Because learning is a cumulative process, the person's background, experience, attitudes, etc., must be studied in order that future knowledge may be related to the past. Along with the principle that people learn by doing there is the equally strong tenet that *planned experience* is better than unplanned experience, that properly guided practice will develop ability more effectively than an undirected hit-or-miss procedure. However, no program can be effective unless the person himself is interested and wants to learn, and unless he takes an active part in planning his own development program. Employees tend to develop when through their efforts they gain satisfaction of their basic needs, the need to belong to the group, the need to feel a sense of achievement, the need to gain recognition of their importance, the need to gain the respect of others. They also work better if they know all the conditions, facts, and forces surrounding the isolated, specific job they are assigned to do. And finally, a situation of orderly freedom in an atmosphere of security and confidence is most provocative of the fullest development of his abilities.

A recognized fact is that individual

growth is a slow process and that the results of training will show in the gradual development of the person. It is therefore basic to any program that there be a realistic goal toward which the trainee is striving, with standards along the way by which he may mark his progress else he may falter along the way. Knowledge of his successes and failures is essential to his continued growth as is the expressed support of his administrator for his program.

The final principle upon which development programs are built can be stated in these terms: development is a continuous process which must be carried on by each individual with the guidance by his supervisor, until his retirement.

Plans for the development of the talents, the abilities, and knowledge of reference librarians, based on the above principles, would have certain factors in common regardless of the individual needs of each person. Each plan would start with the recognition on the part of the librarian of a specific need for growth. There would be a stated purpose with an attainable goal. A systematic approach would be outlined with some plan of action to follow. Some provisions would be made for an analysis of the results of the program and for the recognition of these results, and room for flexibility and continued improvement would be provided.

#### COMPONENTS OF A DEVELOPMENT PROGRAM

##### *Position Description*

Any development program must start with the individual, and the job he holds. Planning must be based on what his position requires and what qualifications he needs to develop in order to perform his duties in a better manner. Thus, the preliminary step

is to set down the duties and responsibilities of the reference librarian in his present job. This position description has been defined as a collection of the "tasks, duties, and responsibilities regularly assigned to and performed by a single individual."<sup>10</sup>

There are in general three methods of securing the information needed for a position description. Each reference librarian may be requested to furnish a detailed description of his duties and responsibilities while on the job. His supervisor would review these data and add any information which he thought necessary for a complete and accurate picture of the position. Then the information would be reviewed by a special committee which would write the final analysis. This method is not considered entirely satisfactory since few reference librarians understand the need for a detailed and accurate picture of their work and most of them have had no experience in writing a position description. Also, they tend to be too close to their work to be able to give an objective description. A second method of obtaining information is the preparation of the positive description by the supervisor; as a third method, a special job-reviewing committee may be established to carry out this function.

The most workable method for reference departments of all sizes, in the eyes of the author, is that of having the head of the reference department or the immediate supervisor make a preliminary draft of the duties of the position to be studied. First listed as they come to mind, the duties may later be organized by type of activity. This list of duties is reviewed by the person holding the position who may suggest modification based on his

10. Otis, Jay, and Leukart, R. *Job Evaluation*, 2d ed. New York, Prentice Hall, 1954, pp. 12-13.

more intimate experience in the position. The final position description is written by the supervisor after a discussion between the supervisor and the incumbent.

A position description for each reference librarian's job is as important in a department of two members as in one of eight or ten, as essential to those performing the reference function from one central desk as it is to those in physically scattered areas of service, for any librarian's work performance can be measured correctly only with a clear knowledge of the duties he is expected to carry out. The position description affords this knowledge to both parties.

#### *Position Appraisal*

Once the duties have been listed the next step is to appraise each reference librarian, that is, to judge each person's performance in his position. This is not something new. Whenever there is an employee and an employer a rating takes place, for each one judges the work of the other. We will always form judgments about people—our choice lies in *how* we make our evaluations. Since the reference librarian will appraise the performance of his staff, the "how" depends to a large extent on his ability to make accurate and consistent judgments.

There are a number of pitfalls to be avoided in the process, and precautions against these, listed by Planty and Freeston,<sup>11</sup> may overcome some of the common errors in evaluating people:

1. Understand thoroughly the duties and requirements of the positions held by the employees who are to be evaluated, and determine the desired standards of performance.

2. Do not confuse level of responsibility with work performance.
3. Recognize your own personal bias and take this into account as you evaluate.
4. Constantly observe and analyze employees to be evaluated. Keep a record of your observations.
5. If you do not have evidence of a man's performance, get it before you judge him.
6. Base your judgments on DEMONSTRATED performance and OBSERVED characteristics, not on anticipations or assumptions.
7. Evaluate employees on their performance during the entire evaluation period. Do not judge exclusively on single accomplishments or failures or upon recent performance.
8. Guard against the common tendency to evaluate too high and against the less common tendency to evaluate too low.
9. Do not allow a man's performance in one instance or on one type of assignment to prejudice you in your evaluation of him on different assignments.
10. Discuss an employee's evaluation with him as soon as possible after it is made.

Literally hundreds of methods have been devised for recording the appraisal of a staff member, some extremely complicated and suited only to the skills of the professional rater, and others quite simple. One may choose from among such devices as a checklist, rating scale, rank-order, paired comparison, forced-distribution ranking, forced-choice performance record, essay-type form, or a panel type system. For the purpose of gauging the performance of reference personnel in order to point up needs for professional growth, the

11. Planty, Earl G., and Freeston, J. T. *Developing Management Ability*. New York, Ronald Press, 1954, pp. 48-49.

simplest form is adequate for most situations; such might be a modification of the free-born evaluation method, described below.

Using the duties of each reference librarian as points on an evaluation form, the supervisor may write a phrase or a statement describing how well the individual performs each function. A third column could be designated "Development Needs," and here could be entered those particular areas in which the supervisor believes the librarian might need to develop. A general statement of the reference librarian's performance and a note as to the most important training need of the individual might complete the form.

Once each year the reference librarian should appraise the work of each reference assistant and should follow the rating by a conference with the person. This discussion is perhaps the single most important factor in the entire process, for it is at this time that an intelligent understanding may be reached by both employer and employee, based on a written description of the work he is expected to do and a written analysis of his performance. Modifications in the thinking of both people may ensue, and the result should be a desire on the part of the reference assistant to develop himself professionally and on the part of the reference librarian a renewed vow to aid his staff in their development.

#### *Development Method*

Once each librarian understands the duties and responsibilities of his particular job, and recognizes wherein his abilities, knowledge, or his skills need strengthening, the development program of this individual has started.

The next step is to adopt the most suitable technique for accomplishing the educational goal which has been

set. There are numerous methods which have been devised for use in training situations. Many are very simple while others are extremely complicated requiring specialized training for the user. For each training need there is some one method which is best suited for the learning and teaching which must take place. It is the job of the reference librarian to select for his assistant the method which will be most successful in accomplishing the goal set before her.

"Man-to-man coaching on the job constitutes probably 80% of all training. It presents a nearly perfect learning situation, inasmuch as the understudy who has a problem can talk it over with his supervisor and can put what he has learned into practice on a live problem of the moment."<sup>12</sup> While there are no comparable figures for reference librarians, the opinion of the writer is that, whether formalized or not, coaching of the reference assistant by his supervisor has produced the greatest percentage of reference librarians today.

"'Coaching' refers to the daily guidance and help given by a manager in the development of subordinates."<sup>13</sup> It is the planned, on-the-job assistance which the reference librarian gives to his assistant in order to help him develop his abilities or his knowledge so that he may perform his present tasks better. This development technique is successful when the one coaching forces the young librarian to analyze problems himself, to find a solution or solutions, to choose the best among several possibilities. Year in and year out the task continues, requiring within the librarian a frame of mind or an attitude which

12. Doohar, M. Joseph, ed. *Development of Executive Talent*. New York, American Management Association, 1952, p. 88.

13. Mahoney, Thomas A. *Building the Executive Team*. Englewood Cliffs, N. J., Prentice-Hall, 1961, p. 221.

makes coaching a natural concomitant of any position of leadership.

In reference departments which are dispersed physically there may be little opportunity for effective coaching, and in these situations a pattern of guided experience may be highly effective. Simply stated, guided experience is the selection of work assignments for an individual based upon that person's past experience and his present need for development. This does not mean the concocting of some artificial problem for the person to work on, but the assignment of some actual problem needing attention at the time, a problem which can logically be done by this person, and in the doing of which the person, aided by the guidance of his supervisor, will develop latent talents, abilities or knowledge. For example, if a librarian's weakness is in working with colleagues sharing ideas and discussing problems, an assignment to a committee to work up a preliminary reference department policy manual or to plan a staff meeting to discuss new procedures for teaching the use of the library might be a valuable learning experience. This assignment of a task pertinent to his needs and the requirements of his job is an excellent device for growth if the supervisor guides the librarian, helping him organize and carry out the necessary task, but refraining from telling him how to do each step.

A close ally of coaching and guided experience, and often included as a part of these methods is the practice of delegation, a planned assignment of responsibilities selected on the basis of the individual's needs. While most librarians recognize the value of this in principle, in practice there appears to be a reluctance to delegate authority and responsibility, a hesitancy to allow a problem to leave one's

hands. When one does delegate, often the problem delegated is in the area of the assistant's strengths rather than in those areas which need developing. If an assistant is excellent with detailed work, it is easier to delegate to him the task of estimating the student assistant budget or compiling the monthly reference statistics record rather than giving him the responsibility for working with the faculty on a new freshman orientation program or for selecting reference materials in specific subject fields where there is opportunity for him to grow in abilities which are at present weak or poorly developed.

It is possible that the particular need of the individual reference librarian, as isolated through the position description, the appraisal and the interview, can be met best by a formal class given at the university or a nearby school. A course in personnel to help him work with subordinates in a wiser manner, one in human relations to help him understand his patrons and his fellow workers, a history seminar or language class to bolster his knowledge or skill. Sometimes a library institute fills the prescription for a broader vision of library service; at other times conference attendance may do the same thing. Used wisely these activities may prove to be stimulating educational impetuses which may carry the librarian forward toward fuller usefulness.

Staff meetings may be an excellent method for developing certain abilities on the part of the reference staff. Their effectiveness, however, is in direct proportion to the time spent prior to each session in planning. For each meeting there should be in the mind of the moderator the purpose or purposes to be accomplished, whether it is communication of library business, the guidance of the group toward



the solution to a problem of reference policy, the correction of a misconception concerning the service of the department, or the alertness of the staff to a possible problem of service.

Often one hears the erroneous idea that when there are only two or three members of a reference department there is no need for a staff meeting. The argument presented is that since these members discuss informally all the problems as they arise there is little reason for a formal meeting. It may be true that less frequent meetings are necessary with this staff size, but several well-planned meetings will repay, many fold, the effort expended in scheduling such sessions. More complete understanding of overall reference policies and problems of public service may be gained and ways of handling situations may be better understood. There is a cohesiveness in a department which has discussed policies, problems, and methods of service.

Conferences called to consider a particular topic may also be an excellent means of strengthening the ability to discuss professional topics, to consider intelligently the ideas and opinions of others, to learn how to identify the heart of a problem.

In larger departments such techniques as multiple management, junior councils, and job rotation may be especially effective. In libraries of all sizes a job exchange may be practical and may be stimulating to both reference librarians and their libraries as a new librarian asks questions, suggests different methods and reacts to procedures of an organization differing from the one he is used to.

The aforementioned training devices are a few among many such tools which can be used to help in the educational process of reference personnel. For a good explanation of the

various methods and their peculiar characteristics the reader is referred to the many recent books on executive development, particularly *Developing Executive Skills*, edited by Merrill and Marting for the American Management Association. This and its predecessor *The Development of Executive Talent* are both indispensable when one needs a lucid, concise presentation of tools and techniques for development.<sup>14</sup>

It should be noted here that a training method *per se* does not constitute a development program. The staff meeting, the class, the coaching—these are tools which one has selected to assist in the mechanics, they are not the program itself. They are the spoons which bring the food to the mouth; they are not the food. As the spoon is a better tool to bring soup to the mouth than a fork, so one method is better suited than another to assist in promoting development of a specific person along specific lines. It behooves the reference librarian, therefore, to choose wisely the tools he needs for each person's particular area of growth.

#### *Evaluation*

At the end of the period set for the development of the particular talent, an evaluation of the training program must be made. Here, again, a choice may be made from a complex appraisal to a very simple statement of the results in terms of the reference librarian's increased ability. The reference librarian in the program should have an opportunity to evaluate the progress he believes he has made during the time, and to hear from his supervisor what that person recognizes as having been accomplished.

(Continued on Page 320)

14. Doohar, *op. cit.*; Merrill, H. F., and Marting, Elizabeth, eds. *Developing Executive Skills*. New York, American Management Association, 1958.

# *Indexing of Local Materials—The Florida Index*

By LUCILLE BOSTDORFF\*

Today, we have evidences of many forms of cooperation—the standard indexes, the bibliographic centers, inter-library loans, mechanical copying services—we all know these. The area not covered in standard tools is the area of local indexing. Even though we set up cooperative systems of requesting information; even though we may set up a central agency for acquisition and classification of materials, bibliographic centers for union lists and catalogs, central storage points for use by surrounding libraries, we have left a great gap in our access to local materials.

For instance, our library has had our local paper on microfilm since 1952, but aside from using the *New York Times Index* for national articles how can you use it? You may know that we acquire and keep Florida state documents, but which ones? And what's in them? The answer—local indexing!

If we could get more libraries to index their local materials—if more libraries would collect, maintain and index their county and city documents we might someday get to the point of creating a master index through some form of automation and interchange. But, to use the machines, we must have something to put in them.

In St. Petersburg, we have stumbled, groped, sweated, and des-

paired our way through indexing Florida magazines, books, documents, and our local newspapers for some eight years. We maintain a card index, by subject, in one straight alphabet which we treat with tender loving care, and call, in caps, THE FLORIDA INDEX. We try not to repeat entries found in standard indexes. We include history, biography, government, natural science, civic clubs, local elections, and gubernatorial elections inasmuch as they apply to Florida, Pinellas County or St. Petersburg. We have included some non-indexed books on Florida, though not so many as we would like.

If an indexing project were to be started there would have to be definite standards, and perhaps geographical divisions of entries. We use Ireland's *Pamphlet File in School, College, and Public Libraries* as a subject heading list for our Florida entries, our own breakdowns for Pinellas County and St. Petersburg. In a cooperative project there would have to be decisions about the physical form of the indexing—whether to use separate cards for each entry, or whether to add entries on the same subject card for continuing developments in the same field. We combine entries from all sources except documents on the same subject cards. We type entries from the daily newspapers on sheets, using the typed list to pull subject cards from the catalog. In the case of magazines and documents, cards can be pulled directly.

\*Reference Librarian, St. Petersburg Public Library. This article has been adapted from a paper presented at the Reference Roundtable of the Florida Library Association Convention at Miami Beach, April 28, 1961.

State documents are our latest venture in the indexing field. We are establishing a checklist of documents by issuing agency in the form of a notebook. Serial cards are made under the issuing agency for the catalog with references to the checklist for specific titles. Individual titles are in turn indexed by subject, with location—Vertical File, Document Collection or Book Collection—showing on both card and checklist.

We've found many problems, such as different subject headings assigned by different people working on the index. Even with a master list and cross references and staff conferences there is confusion. Like all reference librarians, we've learned to jump from question to question, from index to question and back to the index. Because we work with constant interruptions, there are many human errors involved. Sometimes, these problems seem insurmountable. Indexing takes time and money and effort. But when we find answers through our FLORIDA INDEX in a few minutes, or provide a great bulk of material on local government through the same Index we feel it is quite worthwhile. During the last few days we have found articles on slum clearance in St. Petersburg, forms of reapportionment, Pinellas County sewage problems, descriptions of alligators, and

how to build a crab trap, through our Index.

There is discouragement during the first years of such a project—the very things for which people are asking seem to be the things you have not yet indexed. Ideas that you considered of little importance may grow into a great municipal project. Others that you thought the beginning of a dream fizzle out after two articles. But at least you can find these two articles. We have had great satisfaction in the last two years of seeing more and more students, business men, city officials, and teachers using the FLORIDA INDEX. Our microfilm readers are busy from morning till night, our Florida magazines and documents are being used, not merely kept. Think what a wonderful job could be done with individual libraries indexing their local material—all these indexes some day to be made available through a master index. A great fund of information, now perhaps unobtainable, could be made available.

We all have the same goals; we all want to serve our patrons to the best of our ability; and we must look forward to increasing demands for local history and government, and plan for a way to make it accessible. If we have no backlog of material to start on, we must begin now to accumulate it, and by all means, index it!

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## *The Growth of a Philosophy of Reference Service*

(Continued from Page 292)

I am not great as they are, point  
by point:

But I have entered into sympathy  
With these four, running these into  
one soul,

Who, separate, ignored each other's  
art.

Say, is it nothing that I know them  
all?



## A. F. Kuhlman—A Bibliographic View

By JIM P. MATTHEWS\*

A review of the writings of Dr. A. F. Kuhlman during the forty-one year period, 1920-1961, shows many facets of the man and his work: scholarly training, editorial skill and keen awareness of library implications but it does not give the whole picture. As a man of action, some of his most important contributions to library development defy the bonds of bibliography.

His earliest writings were logically in the area of sociological studies; the first, in 1920, a product of two years as director of social surveys for the Southern Division of the American Red Cross. The next nine years were filled with teaching in the University of Missouri and graduate study in the University of Chicago. Participation in the various surveys in Missouri, as consultant to the State Board of Charities and Corrections and Assistant Director of the Missouri Crime Survey, 1925/26, was a prelude to the extensive one undertaken for the Social Science Research Council and the resultant well-known compilation, *A Guide to the Material on Crime and Criminal Justice*, a study so outstanding that it won for its compiler the recommendation of the Social Science Division of the University that he be appointed Associate Director of the University of Chicago Libraries. His seven years of library administration in Chicago showed much activity with the problems of official documents both in bibliographic description, in plans for document centers and in editorial work, as chairman, of the

papers on the Documents Committee of the American Library Association. He also organized the bibliographical apparatus for the Survey of the University of Chicago Libraries, 1929-31, and contributed chapters to the final report.

In 1935 Dr. Kuhlman was asked to survey the library problems of the three institutions in Nashville. His experience with the University of Chicago Survey doubtless gave him guidance but it was a bit of genius which evolved the idea of the Joint University Libraries whose board of control Dr. Louis Round Wilson describes as "a library holding company . . . a novel conception of library organization in the United States."<sup>1</sup>

His first writings after becoming Director of the Joint University Libraries in 1936 were evaluations of the new project for the institutions concerned but he still did extensive editing on document compilations, including the papers of the Documents Committee and later of the Archives Committee of the American Library Association. He also found time to serve as organizer for the Association of College and Reference Libraries and as the first editor of *College and Research Libraries*, 1939-41.

With the completion of the library building and the launching of full-scale cooperative services in 1941, time for writing became almost nonexistent. One might well say that, in the last twenty years, Dr. Kuhlman has lived many books rather than writ-

\*Order Librarian, Joint University Libraries.

1. Wilson, Louis R. *The University Library*. University of Chicago Press, 1954, p. 509.

ten them. Never an "ivory tower administrator," he has given his thought and energy unreservedly to the University Center and its libraries. His course, *The Library in the College and University Curriculum*, in the Peabody Library School is outstanding in its interpretation of the library in the academic organization.

The evident success of the survey in Nashville and the effectiveness of the building planned for the cooperative service brought requests from institutions for assistance so that any potential writing time was given to activities in these two areas, neither of which can be encompassed in the boundaries of bibliographic recording. Summary reports of a few of the twenty-five surveys are included but, like many reports of detailed investigations, they are only aerial views of the operation. In the area of building planning, this compiler has been unable to find a way of translating to bibliographical content the consummation of such research. She wishes therefore to list these buildings: Joint University Library (1940-41); Mississippi State College (1949-50); Texas Christian University (1949-50); Southwestern at Memphis (1950-51); Tennessee State Library and Archives (1950-51); Wabash College (1955); Howard College (1956-57); William Carey College (1956-57); Jackson (Mississippi) State College (1957-58); Florence (Alabama) State College (1959-60); and Auburn University (1959-60) as entries in stone; perhaps the most enduring of all bibliographic records.

Present freedom from administrative routines gives promise of even greater accomplishment in the areas of library surveys and building consultant service as Dr. Kuhlman brings

his years of experience and knowledge to the present problems of college and university libraries. The latest extensive survey, the resources of the University of Florida Libraries, with the assistance of its faculties and staff, is still in the process of publication and must await some future bibliographer. Likewise, the building for Fort Valley State College, now in the planning stage, with the assistance of W. R. Pullen will become a future entry in stone.

Among the half dozen American librarians whose bibliographies have been compiled during their still active years, the Southeast can claim, with pride, two of them as long-time leaders: Louis Round Wilson and Augustus Frederick Kuhlman.

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# Southeastern Library Association

EXECUTIVE OFFICE:

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY, ATLANTA

## Headquarters' Page . . .

**MEMBERSHIP.** Our indefatigable Executive Secretary, Mrs. Henry Cobb, requests that changes in address be reported to her promptly. This will assure your receiving the *Southeastern Librarian* more promptly.

**SOUTHEASTERN LIBRARIAN.** William R. Pullen, Editor, and Evan I. Farber, Associate Editor, are to be publicly congratulated for the excellent Fall, 1961, issue of our official journal. The quality of their editorial work is admirably reflected in this first issue under their editorship. Their efforts "to produce a quality journal which will truly reflect the objectives of the Association and at the same time be representative of all elements of the membership" should provide librarians of the Southeast with the kind of stimulating professional reading which will lead to clarification of purpose and improvement of their service.

**WORKSHOP ON LIBRARY EDUCATION.** More than 50 Southeastern Library Association members actively engaged in undergraduate and graduate library education left the two-day workshop in Knoxville convinced that they had made at least a modest beginning in addressing themselves to the specific problems of content of basic courses. The conflict between training for a specific type of library service and providing the broad con-

cepts and principles upon which a graduate program must be based is a very real one which can be resolved only after a long period of close cooperation between schools offering undergraduate and graduate courses. Our Library Education Committee has done us a real service through its carefully planned workshop.

**REGIONAL REFERENCE CENTERS.** The Oak Ridge Chapter of the Special Libraries Association and the Tennessee Library Association's Special Libraries Section sponsored a well-attended meeting in Nashville on November 3 to discuss the possibilities of developing regional reference centers in Tennessee. Since the Southeastern Library Association is deeply concerned with this matter, it may well address itself to the pertinent questions raised at the meeting by Dr. William T. Alderson, State Librarian. He stated that these must be answered before a program can be developed:

1. Do we need reference centers, or are our present facilities adequate to our needs?
2. What are the demands for regional reference service?
3. To what extent will reference service be offered to business and industry? Will the recipients help finance such service?
4. What degree of specialization will a regional center have?

5. Does the present state library system meet present standards adequately enough to further extend its services?

6. What will these centers cost the state, the region, and the county?

7. To what extent do we propose to go into this program?

These questions should not go unanswered, for as Bernard Foy has stated, "It seems to me that libra-

rians have a golden opportunity to latch onto the economic growth of the South through the implementation of better reference service for industry by working closely with the state industrial boards in assuring new industry of the research services available to them in the state."

—FRANCES NEEL CHENEY,  
*President*  
Southeastern Library Association

## *For Every Reference Librarian—A Development Program*

(Continued from Page 310)

### SUMMARY

The opportunity to develop one's talent, abilities, skills, and knowledge should be available to all, and a climate favorable for this must be actively sought by the administrator of every reference department. At the same time, it is the responsibility of each member of a reference department to strive for his own personal growth. Only through this two-way approach can we have reference librarians capable of working intelligently with the increasingly intricate maze of library resources and the ever-growing body of patrons.

A development program is not an impractical plan useful only to those libraries with large staffs, personnel departments, and money to hire training experts. It is, rather, a practical plan for every library and for every reference department. It requires the time of the administrator of the department to describe the duties of each position, to appraise each assistant and to plan with him for his progress. The

results of such a program more than repay the time spent.

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## BOOKS

Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.

CARR, MILDRED LEE, Compiler. *Catching Up with the Twentieth Century*. Greensboro, North Carolina, Friends of the Library of the Woman's College of the University of North Carolina, 1961. 40p. \$1.00.

A book list is a popular means of encouraging readers to make greater use of library facilities or to convert non-readers to readers. Whether it actually achieves these laudable aims is questionable, but there can be no question that we all enjoy checking a book list to see how many volumes we have or have not read. Those who check and find that they have read a substantial portion of the 173 books listed in *Catching Up with the Twentieth Century* can consider themselves to be well abreast of their times and remarkably well read. This little pamphlet, prepared by Miss Carr of the University of North Carolina Woman's College Library, is an all-encompassing example of the significant literature produced in this "explosive" twentieth century. All of the humanities, the social sciences and the natural sciences are represented in the selection of titles. The entries are broken down into three groups: the first two "introductory" decades of the century, the period between the great wars, and finally the fifth and sixth "atomic" decades. After each title and author entry the date is given and the first few lines of the work are quoted. This quotation is

apparently intended to whet the prospective reader's appetite.

It is difficult to criticize such a list as this because of the diversity of books cited. Specialists in the various interests represented would undoubtedly be concerned at some of the selections, e.g. Bertrand Russell's representative work is surely not *Unpopular Essays*. Several of the authors listed achieve a kind of pre-eminence by having more than one of their works mentioned. This special group includes: Henry Adams, Sigmund Freud, Ernest Hemingway, William James, Andre Malraux, Arnold Toynbee, Virginia Woolf, and, surprisingly in this heady company, G. Lytton Strachey. Most of the important twentieth century novelists are included, with the exception of Ford Madox Ford, but the distribution of the novels by periods is striking. According to Miss Carr, the first two decades of this century produced 12 novels of note; the second two decades produced 19 worthy novels; but the last 20 years have produced only five. Depending upon one's point of view this rather small number can be attributed to the shortcomings either of contemporary novelists or of Miss Carr. While this reviewer is inclined to come to the defense of Miss Carr and say that these proportions reflect more the failings of contemporary novelists, one or two of the best "war novels" could certainly have been included without compromising the

rather loosely defined principles of selection used in compiling the list.

A natural first reaction would be to think that the device of printing the first lines of each work is a little precious and not very meaningful. Yet reading these first lines is one of the most diverting things about this pamphlet. It reminds one again that good writers are masters at beguiling their readers from the very beginning. Who can resist running to the shelf and picking up *The Great Gatsby* after reading: "In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since"? Or: "It was a bright cold day in April, and the clocks were striking thirteen"—the chilling first lines of 1984.

In summary it can be said that this little book list will provide a tidy ration of amusement for the compulsive reader, a quick check of his reading habits and on the balance of his tastes. The pamphlet is nicely printed on a fine quality paper and is bound attractively with an artistic woodcut on the cover.

—GEORGE H. VAN SANT

*Assistant Professor of Philosophy*  
Mary Washington College of the  
University of Virginia

Pacific Northwest Library Association.  
*Library Project Development Reports*, edited by Morton Kroll, Vol. III: *College, University, and Special Libraries of the Pacific Northwest*. University of Washington Press, 1961. \$6.75.

In the words of the editor, this third volume of a four-volume series is "a study of the effectiveness of the library as an essential instrument of the learned professions and governmental administrations."

The introduction by Dr. Kroll is brief but effective—perhaps, for the reader distant from the Pacific Northwest, the most effective part of the book. Its main point is that the difficulties—or inadequacies—of the libraries reflect in all respects the difficulties of the colleges and universities themselves. Experimentation and new systems, according to the Director of the Project, are the challenge that the librarian and scholar must meet together.

Part I, which is devoted to College and University Libraries, consists, in addition to the Introduction, of three studies. Number One, Policy Making and Control in College and University Libraries, is by William H. Harbold, Assistant Professor of Political Science, University of Washington. This 50-page study is not only a survey of existing structures and practices but is as well an analysis from which useful and general recommendations can be drawn. Professor Harbold writes clearly and simply. This particular section could very well be added to the not unlimited list of required readings in library administration, although it must be pointed out that it contains little that is original or striking.

Number Two, The Research Function of College and University Libraries in the Pacific Northwest, is by Boyd Martin, Dean, College of Letters and Science, University of Idaho, and Bernard C. Boring, Professor of Political Science at the same institution. Asking the questions, "Do college and university libraries actually play a significant supporting role in research in the Pacific Northwest?" and "How can their effectiveness as research tools be heightened?" the study concentrates on research in the advanced creative sense, that is, "typically post-doctoral investigation resulting in new

findings usually made available . . . through publications." These pages of the volume reveal little not known to most librarians and faculty members, and the 12 conclusions—among them that "closer working relationships between library staff and academic research personnel should be encouraged and, where possible, structured"—border on the obvious.

Number Three concerns itself with the relationships between public and academic libraries. It is partially of the informal-survey type: "nine of the twenty-six public library respondents stated that the presence of an academic library in the community had no effect on their book selection policies"; "seven libraries . . . did not acquire materials present in the academic library. . . ." The reviewer's conclusion is that the pattern for the region is not at all regional, but national.

Part II—almost half the volume—is devoted to studies by committees of the special libraries of the region: law libraries, medical libraries and federal libraries. These detailed studies contain a wealth of information not previously assembled on the library collections, staffs, salary scales, budgets, cooperation, etc., and the committees have used this information in drawing up recommendations that would seem to have a significance and value to a much greater degree than those included in Part I.

—CHARLES E. BUTLER

*Librarian*

Longwood College, Farmville,  
Virginia

LYLE, GUY R. *The Administration of the College Library*. Third Edition. N. Y. Wilson, 1961. 419pp.

Now a much more handsome book than either of its antecedents, the

third edition of Guy Lyle's standard text for college librarians, present and future, is equally improved in its contents. Its new format, though one-third smaller in pages of text, provides useful amplification of subject areas which reflect major changes of current interest and emphasis.

It should be stated at once that throughout the text there has been thoughtful reduction ~~out~~ of relatively unimportant anachronistic discussion together with salutary attention to concision and clarity of style that represents a visible monument to good coordination between a flexible author and his able editor, Mr. John Jamieson. While this is a very general observation, it can be confirmed in the text chapter by chapter.

A few chapters show limited change. These are in areas where there isn't much to report. Thus, chapter 5, on Cataloging and Classification, has a few new lines on the use of Xerox and Multilith for card production and on the Cataloging in Source experiment. Chapter 10 on Student Assistants is little different from its earlier counterpart. In both of these cases, as through the whole text, the bibliographies and references are ably selected, annotated when useful, and very up-to-date. Greater reliance has been put on current bibliographical guidance with corresponding gains in conciseness in the text.

The most striking improvement has been made in the initial orientation of the book in its early pages. The first chapter of the second edition, "The Changing College Library" has become two, "The American College Library in the Twentieth Century," and "Institutional Backgrounds." These two chapters and the revision of the next one, "The Government of the College Library," accurately reflect

the steadily increasing coordination of academic libraries with the development and administration of their parent institutions. The material is completely recast and many concepts new to the text are evident here. The style is clear; the bibliographical citations are excellent.

Almost as much revision is found in chapter 5, on Circulation work. Again one finds ready examples of current change reflected in the text. Taking just one example, the concern for differentiation of professional and non-professional duties serves as an object of comparison. The second edition cites a typical circulation department, with a staff of "four full-time professional assistants and approximately twenty part-time student assistants." This edition brings the example up-to-date, with "two full-time professional staff members, one part-time professional assistant, three full-time non-professional assistants, and approximately twenty-five student assistants." Equally revealing is the list of 16 functions defined as professional, 10 as clerical in the earlier edition. The new text lists 9 professional and 12 as clerical. The imputation is obvious.

In chapter 6, "Reference Service" there is also new writing with considerable reduction ~~and~~ of less relevant areas, and the introduction of valuable concepts developed through extensive new literature in this field. The good work of Rothstein and others cited in the references has been judiciously analyzed for its application in this subject area.

One could point to many other places where good judgment, thoroughly critical analysis of recent library literature, and excellent editing have resulted in greatly improved text. The chapters on personnel, on the teaching function, on interpreting services and evaluation are such. In a few, notably "Book Selection," "The Selection of Special Materials," and "Buildings and Equipment," there is an important policy change in omitting the listing of specific commercial sources. Here, as in many areas, the omissions are wise, not only as they conserve space and facilitate concision, but they leave to current judgment matters that cannot be permanently stabilized. Further, where there is so much specific in the literature, as in Buildings and Equipment, there is little point in extending the text beyond straightforward statements of principles.

There is much to praise in this new edition, and practically nothing to disparage. None of us would expect less from Mr. Lyle, in any case. He is notable in our profession for thoroughness and good judgment. He would agree, himself, I'm sure, that if he couldn't make it a good book in three editions, he'd better give it up. This new edition is one more just tribute to his enduring qualities and it will hold a place of honor beside other permanent professional handbooks in our field.

—JERROLD ORNE  
*University Librarian*  
University of North Carolina





## ...VARIA

### PERSONAL

Mary AIKEN has assumed her duties as Librarian of the Pickens County Library, Easley, South Carolina.

Two staff positions have been filled at the May Memorial Library, Burlington, North Carolina. Mrs. Mona ATKINSON has accepted the position as general assistant and Mrs. Dorothy WOOD is the new bookmobile librarian.

Miss Aileen AYCOCK has retired from her position as Assistant Librarian of Memphis State University Library. Miss Nora HOLDEN has been added to the staff, along with Mr. William WICKER, who will be in charge of serials.

Mrs. Katherine BASS, formerly of the Knoxville Public Library, is now in charge of the Young Moderns' Room at Nashville Public Library.

Mrs. Nell G. BATTLE died on September 17. Mrs. Battle organized the Thomas Hackney Braswell Memorial Library in Rocky Mount and worked long and hard for state aid for public libraries. She was active in the North Carolina Library Association and served as President in 1938-39.

Mrs. Paul BELK is acting librarian of the Lancaster County Library, Lancaster, South Carolina.

Hattie Belk BENTON, who has been on the staff of the Union County Public Library, Monroe, North Carolina, for 22 years retired on October 1.

Mrs. J. Edwin BEST and Miss Georgia CONLEY have been added to the staff of Maryville College Library. Miss Conley, former Librarian of Sheldon Jackson Junior College in Sitka, Alaska, will be substituting for Miss Virginia TURRENTINE, Head Librarian, who will be on leave.

Evelyn BISHOP died September 15 after heading the Johnston County (N. C.) Library system for more than 11 years. A memorial fund in her honor has been started at the library headquarters in Smithfield, North Carolina. Also in her memory, the Literature Division of the Smithfield Woman's Club is purchasing a lot for the proposed new building of the Smithfield Public Library.

Mrs. Dorothy BLAKE has accepted a position as a Resource Librarian for the City of Atlanta Schools after serving as Librarian for several Atlanta elementary schools.

Mrs. James BONNER, who has been Librarian at Georgia Military College, Milledgeville, is now Librarian at the Baldwin High School, Milledgeville, succeeding Mrs. Florence Songer BAILEY. Mrs. Bailey joined the staff of the Woman's College of Georgia Library during the summer.

Emily BOYCE has joined the staff of the School Library Services Section, North Carolina Department of Public Instruction, as Associate Supervisor of School Library Services. She was formerly on the library staff at East Carolina College, teaching library science.

The University of Florida Libraries has announced a number of new appointments in the work-study assistant program: Judith Anne BRIDGES, Technical Processes; Milton Harley CROUCH, Reference and Bibliography; Jesse Ray JONES, Jr.; (Mrs.) Rosa Quintero MESA; (Mrs.) Doris Young HYATT, Reference and Bibliography; Linda Frances SPARKS, Education Library.

Mrs. Goldie CARTER, formerly Assistant in Charge of the Carnegie Branch of the Knoxville Public Library, has been granted a year's leave of absence to obtain her master's degree in library science at Atlanta University.

Thomas W. CHANDLER, Jr., formerly Head of Acquisitions Department, Georgia State College, Atlanta, is now Librarian of Oglethorpe University.

Miss Elizabeth CHEATHAM is retiring as Head of Catalog Department, Birmingham Public Library after 28 years service. She will make her home in Raleigh, North Carolina. Miss Sara Elizabeth MASON has been appointed to succeed Miss Cheatham. Miss Mason has had previous experience at Gadsden Public Library, Birmingham Public Library, and University of Alabama Library.

Mrs. Chong-Chu (Betty) CHEN has been appointed Cataloger in the Carol M. Newman Library of the Virginia Polytechnic Institute, Blacksburg, Virginia, effective July 17, 1961.

Mrs. Eunice CHURCHILL has replaced Mary Lou LUCY as Chief of the Circulation Department of the University of North Carolina Library. Miss Lucy had resigned to become Head of the Circulation Department of Columbia University Library.

Dorothy M. CROSLAND, Director of Georgia Institute of Technology Libraries, delivered the thirteenth Uni-

versity of Tennessee annual library lecture. Her subject, "The Growing Giant: The Science-Technology Library," drew one of the largest audiences in the history of the series.

Katherine CULBERTSON has moved from the Watauga Regional Library (Tenn.) to Nashville Public Library as Head of the Extension Department. Replacing Miss Culbertson as acting Regional Librarian of Watauga Region is Mrs. Elizabeth Morris ROBERTS.

The Alabama Public Library Service Division now has a field service staff headed by Mrs. Mozelle CUMMINGS. Three area librarians serving with her are: Derek S. MILSOM, Nancy GONCE, and Mrs. Lucretia SOMERS.

Mrs. Betty P. DALE has joined the staff of the Acquisitions Department of the Georgia State College Library, Atlanta.

Mrs. Zeta DAVISON has been selected Librarian of the Pilot Mountain (N. C.) Public Library to succeed Mrs. Herta WATERMAN who resigned.

Mary Howland DAWSON has been appointed first assistant in descriptive cataloging in the Duke University Library. Since 1956 she had been a member of the staff of the Cataloging Department of the University of Texas.

Mrs. Merle DORAN, Associate Librarian of Florida Presbyterian College in St. Petersburg, is on leave of absence to teach in the Library School at Florida State University during the academic year 1961-62.

Miss Josephine DuPUY, Regional Director of the Montgomery-Radford (Va.) Regional Library since 1943, retired September 1. Miss DuPuy was formerly supervisor of the WPA Project in Southside, Virginia. She is being replaced by Mrs. Frank

SHIRK, formerly Librarian of the Blacksburg Elementary School.

Mrs. Lillian ELGIN, formerly on the staff of the Union College Library in Barbourville, Kentucky, is Librarian of the Buchanan County (Va.) Public Library. Demonstration which opened on July 5.

Aileen ELLIS, Air Force Archives, Maxwell AFB, attended the International Conference on Cataloging Principles in Paris, France, October 9-18, 1961.

Upper Cumberland Regional Library (Tenn.) added Miss Frances EZELL as Assistant Regional Librarian and Mrs. Faye TASH as Bookmobile Librarian.

Oliver T. FIELD, Chief of Technical Services Division, Air University Library, served as visiting professor of cataloging and government documents this past summer in the University of Washington Library School.

Lee Walton FINKS, III, is Catalog-Reference Librarian at the Preston Library, Virginia Military Institute. Before coming to V.M.I., Mr. Finks served as Reference Assistant at the Atlanta Public Library.

Miss Louise GALLOWAY, a member of the Florida State University Library School faculty for the past seven years, has resigned to accept a position as Head of Circulation at the University of Louisville.

Mrs. Alice GERTZOG has recently joined the University of North Carolina Library staff in the Business Administration and Social Sciences Division.

Miss Katherine F. GLASS has accepted the position of Assistant Librarian at LaGrange College, Georgia. Her most recent post was Technical Librarian of the Research and Development Division of Callaway Mills, and she was formerly on the staff

of the library at the Georgia State College for Women.

Mrs. W. T. GREEN, Sr., has resigned as a member of the staff at the Thomasville (N. C.) Public Library. She has been replaced by Mrs. Betty Jo WELBORN.

Dr. John Hawkins GRIBBIN has been appointed to the position of Associate Librarian of the University of North Carolina. Dr. Gribbin, a native of Asheville, was formerly Associate Librarian at Rice University and most recently was the Librarian of the National Academy of Sciences and the National Research Council in Washington, D. C.

Miss Hazel GRIFFIN has been appointed Library Science Librarian in the Peabody College Division.

Mrs. Miriam GUTHRIE has been appointed Librarian of the Belton Library, a branch of the Anderson County (S. C.) Library.

At the University of Tennessee Martin Branch, Mary Ellis HALL, Cataloger and Acting Librarian since the resignation of James P. CLARK, was named Librarian on July 1, 1961. The position of cataloger, left vacant by her appointment, was filled by Margaret Temma WEAVER, formerly of Furman University.

Mrs. Irene B. HARRELL has been appointed acting Head Librarian at Atlantic Christian College, Wilson, North Carolina. Mrs. Harrell has been Assistant Librarian at ACC since 1958.

Miss Lucille HIGGS has been promoted to Head, General Education Division at the F.S.U. Library, replacing Miss Aileen MURDOCK, who is now Head Librarian at the Crawfordsville (Ind.) Public Library.

Mrs. John I. HOCUTT has been appointed Librarian for the Clayton (N. C.) Public Library. Mrs. Hocutt's library experience has included work

at Grainger High School in Kinston and at Wilson Mills High School in Johnston County, North Carolina.

William Stanley HOOLE, Librarian, University of Alabama, served as a visiting lecturer in the Syracuse University School of Library Science during the summer school of 1961. Upon his return South, Dr. Hoole delivered the Commencement Address at the University of Georgia, Athens, August 18.

Mrs. Margaret K. HORNEY, who previously worked in the Greensboro area at Guilford College, the Public Library, and the Central School Library system, became a cataloger on the library staff of the Woman's College of the University of North Carolina.

Miss Lucile HOWARD became Associate Director of the Screven-Jenkins Regional Library, Sylvania, Georgia, on September 1. Miss Howard was formerly Assistant Librarian at Georgia Southern College in Statesboro.

The Reelfoot Regional Library (Tenn.) Bookmobile Librarian, Miss Mattye JACKSON, resigned to become Librarian of the new Obion County Central High School at Troy.

Mrs. Dorothy JAMERSON has joined the staff of Fisk University as Reference Librarian, replacing Mrs. Izetta COOPER, who became Head Librarian of the University of Liberia.

Guenter A. JANSEN has been named Director of the Mobile Public Library. Newly appointed Assistant Director is Robert B. SOMMERS. Mrs. Emma HARRIS was named Director Emeritus by the Board after 43 years service in the Mobile Public Library.

Miss Marie Yvonne JAUBERT died August 22. She was born in New Orleans, received an A.B. and M.A. at Loyola of New Orleans, and her B.L.S. at Columbia University. She

became Librarian of the Thomas Byrne Memorial Library, Spring Hill College, Mobile, in 1932, and served in that capacity until her death.

Harold R. JENKINS, Director of the Wise County (Va.) Library, has resigned to become Librarian of the Pottstown (Pa.) Public Library.

William H. JESSE, Director of Libraries, University of Tennessee, served as visiting lecturer at Columbia University's School of Library Service during the 1961 summer session, and taught two courses there—Library Administration and Library Buildings and Equipment. The buildings course was offered this summer for the first time in several years.

Barbara JOHNSON has joined the staff of the Public Library of Charlotte and Mecklenburg County (N. C.) and will become Librarian of West Branch, Charlotte, when it opens in the spring.

Mrs. John A. JOHNSON is directing work with young people at the Spartanburg (S. C.) Public Library.

Leonard L. JOHNSON became director of the Greensboro (N. C.) City School Libraries, effective August 1. Prior to going to Greensboro he was Associate Supervisor of School Library Services, North Carolina Department of Public Instruction.

Mrs. Charles KELLEY is Librarian of the Lake City (S. C.) Public Library.

New staff members at the Robert Manning Strozier Library of Florida State University include Miss Frances Ann KING, Assistant Librarian in the General Education Division, formerly Assistant in the Art Section, Free Library of Philadelphia; Miss Frances OHMES, Assistant Librarian in the Cataloging Department.

Mrs. Margaret Ortenblad KIRSCHNER has joined the staff of the Duke

University Library as a descriptive cataloger.

Dr. Arthur KITTLE, who was awarded his doctorate in the field of librarianship in 1961 by Columbia University, is a member of the library staff at Georgia Institute of Technology.

Dr. Joe W. KRAUS, former Librarian of Madison College and President-Elect of the Virginia Library Association, has become Director of the Kansas State University Library at Manhattan, Kansas.

Miss Loretta B. KREUZ has been appointed visiting associate professor of library science at the University of Kentucky for 1961-62. Miss Kreuz formerly was a teacher in Michigan high schools, an assistant in the Detroit Public Library, hospital librarian in the Army Library Service in Japan, and catalog and Reference Librarian at Loyola University. She also served as instructor and Assistant Librarian at Illinois Normal University, and since 1954 has been assistant professor of library science at the Texas State College for Women. She is now completing requirements for a Ph.D. degree from the University of Illinois. Miss Kreuz will teach in reference, book selection, government documents, and public library service.

The eleventh Mary E. Baker Scholarship award was made to Jean Browne LORD, Reserve Book Room and Undergraduate Library Assistant at the University of Tennessee, who is now in residence at Emory University. The Scholarship Fund is sponsored and administered by the University of Tennessee Library staff.

Mrs. Mary Sue McGARITY, formerly with the Louisiana State University Library, has joined the University of Alabama Library staff as a member of the Cataloging Department.

Virginia Harris MILLER, who was

formerly Reference Librarian of Charlotte Public Library, has joined the Woman's College of the University of North Carolina Library staff as a cataloger.

New members of the professional staff at the University of Tennessee Library are Ann E. MITCHELL, Undergraduate Reference Librarian; and Gertrude Foyt RALSTON, Cataloger.

Miss Brigitta MOLIN of Stockholm, Sweden, is Geology Librarian, University of Kentucky Library, for the 1961-62 academic year. Miss Molin was formerly Library Assistant in the Ericson Telephone Company, Stockholm.

Mrs. Davora Edmunds NIELSEN recently joined the North Carolina State Library staff as a cataloger. Mrs. Nielsen has worked at the State College Library, Raleigh, as Assistant Head in Tobacco Literature and also as a cataloger.

Miss Richelieu ORR has been appointed Cataloger in the Carol M. Newman Library of the Virginia Polytechnic Institute, Blacksburg, effective September 1, 1961.

William A. PEASE has recently joined the University of North Carolina staff and will become the Librarian of the Undergraduate Library on January 1, 1962.

Larry J. POPE has been appointed to the staff of the University of Kentucky as cataloger. Mr. Pope received the M.S.L.S. from the University of Kentucky in 1961.

Mr. Seymour ROBB, Librarian of the Virginia Polytechnic Institute, died on August 27. A fund has been established in his name, "Seymour Robb Memorial Fund," to which his friends who wish to remember him may contribute. This fund will be used to buy children's books for the V.P.I. Library.

Mrs. Gabe ROUQUIE is Head of



the Children's Services of the Spartanburg (S. C.) Public Library.

A. Ray ROWLAND, formerly Librarian at Jacksonville University, Jacksonville, Florida, has been appointed Librarian, Augusta College, Augusta, Georgia. He previously served as Circulation Librarian at George State, Librarian at Armstrong College of Savannah, and Head, Circulation Department, Auburn University.

Mrs. Mildred B. SAUNDERS of Metter, Georgia, has joined the staff of the Library at Georgia Southern College in Statesboro.

Charles L. SCHLIECKER began work in the University of North Carolina Library in September after retiring with the rank of Lieutenant Colonel from the United States Air Force in which, among other posts, he served for six years as Deputy Director of the Air University Library in Montgomery. His initial work with the UNC Library is in the field of building management. He will also study and seek to improve library fiscal management, and as the library's building program grows, he will provide engineering guidance as well.

Robert SEVERANCE, Director, Air University Library, served as director and moderator of the program at the Fifth Military Librarians Workshop held October 4-6, 1961, at the U. S. Air Force Academy, Colorado.

Frank C. SHIRK, Associate Librarian in Charge of Technical Services, Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg, Virginia, has been appointed Acting Library Director.

Mrs. Gay SPIVEY, formerly at the Guilford College Library, is now Librarian in an elementary school in Guilford County (N. C.)

Louise STEM is the Librarian of

the Oconee County Library, Wallhalla, South Carolina.

Mr. Joe TEMPLETON, former Director of the Mobile (Ala.) Public Library, is serving as a part-time teaching fellow at the Florida State University Library School while working on his doctor's degree.

Miss Georgia THOMAS began work in September as the Librarian of several elementary schools in DeKalb County, Georgia. Miss Thomas had been on the staff of the Lanier Lake Regional Library, Lawrenceville, Georgia.

Miss Margaret F. THOMAS, former Head of the Cataloging Department, Joint University Libraries, became Head Librarian of Randolph-Macon Woman's College on September 1. Before coming to Nashville in 1958, Miss Thomas, a native of Alabama, had served her state in many library capacities, in the school and public libraries of Birmingham, as the Army Air Base Librarian and as a staff member of Howard College where she had varied library experience, including a part in the planning of the new library building. She succeeds Miss Martha S. BELL who served as Head Librarian of RMWC from 1927 until her retirement in June.

Mrs. Marguerite G. THOMPSON, former Librarian of the Colleton County (S. C.) Library, is now Librarian of the Florence (S. C.) Public Library.

Miss Joan TITLEY is Medical Librarian at the University of Louisville School of Medicine. Previously, after four years as Librarian of the Medical School, University of Cincinnati, she had served as Field Librarian, Special Services, U. S. Army, in Europe.

Paul E. TRENTHAM, Head of Circulation, and Don W. JETT, Reference Assistant, are on military



leave of absence from the University of Tennessee Library. Both are members of the 151st Fighter Interceptor Squadron, called to active duty November 1.

Mrs. Jane Carroll VANDERGRIFT has joined the North Carolina State Library staff. Mrs. Vandergrift was previously employed at the Olivia Raney Library, Raleigh.

Mrs. Cecilia K. WALKER, Librarian of the Washington County (Va.) Library, is now Librarian of the Hoyt Library in Kingston, Pennsylvania.

Hensley C. WOODBRIDGE, Librarian of Murray State College, spent the summer on sabbatical leave in the Huntington Library, San Marino, California, where he made use of the Library's collection of Jack London. Woodbridge is working on a London bibliography.

Mrs. Dora ZIA, a native of China, has recently been appointed Librarian for the Chemistry Department at the University of North Carolina.

Robert J. ZIETZ has become Librarian of Spring Hill College, Mobile (Ala.) where he was formerly Assistant Librarian.

## THIS AND THAT

Funds available under new legislation will permit Alabama to begin training its own future librarians. The State's first library scholarship bill, called up out of order, passed unanimously in each chamber of the legislature during the last week of the regular session and has been signed into law by Governor John Patterson.

Grants to selected students will be allocated for one scholarship and seven study grants, with the total amount to be spent in any one year not to exceed \$5,500. Funds will be administered by the Executive Board of the Alabama Public Library Service

Division and a Scholarship Committee has developed criteria for the scholarships. Candidates must have a knowledge of and an interest in Alabama libraries and in the Library Services Act, be qualified for admission to an accredited graduate library school and be willing to work two years in an Alabama public library program serving rural people. Criteria for the study grants are now under consideration by the Committee.

The new \$100,000 Avondale Branch Library of the Birmingham Public Library opened in June. It replaces the Avondale Branch, a Carnegie building, erected and opened in 1908. Another new building, named the Georgia Road Branch, opened its doors in November. These two new libraries are the first of six branches to be completed with funds voted in a bond election last year. When all are completed the Birmingham Public Library will have sixteen modern branches.

A Library History Seminar, probably the first of its kind devoted to helping libraries start the writing of their own histories, was held in the Library School of Florida State University, Tallahassee, November 2-4. The Seminar was co-sponsored by the American Library History Round Table and the Library School, Library and History Department of Florida State University. Among the resource people who served as consultants were: Mr. Wayne Shirley, Dr. Frank Sessa, Dr. W. T. Jordan, Mr. Orwin Rush, and Dr. Louis Shores.

On October 19-21, 1961, the Florida State University Library School and the Florida State Library jointly sponsored the Southern Public Library Workshop, with Dr. Ruth H. Rockwood, Associate Professor, Florida

State University Library School, and Miss Verna Nistendirk, Director, Library Extension, Florida State Library, as Program Planners.

The theme of the workshop was "Library Public Relations" with Miss Ruth Warnke, Assistant Professor, School of Library Science, Western Reserve University, as moderator for the entire workshop.

Participants in the workshop came from Florida, Georgia, Alabama, and North Carolina.

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Dr. Margaret Knox, Reference and Bibliography Department Head, University of Florida Libraries, is in France for two months this fall under the auspices of a Rockefeller grant, to search archival material in that country for documents pertaining to the history of Haiti, particularly the period 1790 to 1804. Some documents will be selected as related to the Haitian materials already at the University of Florida, particularly the Rochambeau and Jeremie collections. Negotiations will be entered into with the French archivists for permission to microfilm selected documents for additions to the University of Florida Libraries.

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The Special Collections Department of the University of Florida Libraries has been selected to participate in the Recording Guarantee Project of the American International Music Fund. Participation in this program means that the Library will receive tape recordings of the musical works of contemporary composers which have not been commercially recorded. The tapes will become a part of the Dance-Music-Theatre Archives.

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Additional library facilities now being operated by the University of Florida Libraries include two new

reading rooms: the Journalism and Communications Reading Room and the Music Reading Room. Also, library materials have recently been made available in two new dormitory reading rooms, Graham Hall for men, and Jennings Hall for women. The Law Library has opened a new reading room in the east wing of the new building completed this summer which will serve as an extension of the present main reading room.

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The University of Florida Libraries is offering a number of graduate assistantships in the academic year 1962-63 for study leading to a master's or doctoral degree in a subject field other than library science.

Stipends of \$1,700 for a nine-month period require 15 hours library duty each week; stipends of \$2,300 for a nine-month period require 20 hours library duty each week. Holders of assistantships are exempt from out-of-state tuition fees. The deadline for filing formal application is March 15, 1962.

Application should be made to: Director of Libraries, University of Florida, Gainesville, Florida.

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At the first Reunion Interamericana sobre Archives, held at the National Archives in Washington, D. C., October 9-27, 1961, the University of Florida Libraries were represented by Miss Irene Zimmerman and Miss Jean Hixson. Numerous valuable working papers and publications were presented by the Latin American participants for study by eight committees, which in turn submitted reports and recommendations. It is expected that a permanent organization will result.

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The Atlanta Public Library has entered a three-month trial period

with Western Union Telegraph Company to seek recovery of long overdue books.

Mr. C. S. Hubbard, Assistant State Superintendent, State Department of Education, was honored at the Georgia Library Association meeting recently. The Association presented Mr. Hubbard with a citation and individual members established a scholarship in his honor.

Thirty-five industrial librarians and scientists met recently at the Georgia Institute of Technology. The purpose of the meeting was to examine the current technical information explosion and its implication for more science librarians and the training needs of technical librarians. The meeting was financed by a grant from the National Science Foundation and drew participants from all over the nation.

Georgia was the second state to receive grant funds from the *School Library Development Project* to assist in furthering school library development on the state and local level. These funds were a part of the \$1,000,000 grant from the Council on Library Resources to the American Association of School Librarians to implement the new school library standards recommended in the A.L.A. publication, *Standards for School Library Programs* (1960).

The Children and Young People's Section of the Georgia Education Association, and the Library Section of the Georgia Teacher and Education Association joined the Library Division of the State Department of Education to initiate plans for studying ways to measure Georgia's school library program against the standards as recommended in this new national publication and for using these

standards to improve school library service in the state. Both groups recognized the importance of involving all state groups interested in school library development—groups comparable to those on the national level assisting in the formulation of the standards.

The funds from SLD Project made it possible to hold two one and one-half day conferences during the third week of September. The individuals invited to these conferences represented a broad cross section of interests—lay, educational, and library. The conference programs included opportunities for the participants to familiarize themselves with the new School Library Standards, to project the school library situation in Georgia against the Standards and to make immediate and long range plans for implementing standards which will improve library service throughout the state. One hundred and seven persons attending the conferences agreed on recommendations concerning finance, facilities, personnel, and materials. The conference steering committee is now in the process of editing these recommendations and channeling them to the accrediting commissions divisions of the State Department of Education, training institutions and professional organizations.

The Uncle Remus Regional Library, with headquarters in Madison, Georgia, is offering the Harvard Rapid Reading Course as a free service to library patrons in its service area.

The late Charles Coburn willed his library to the University of Georgia. In addition to the books, mainly on the theatre, the library included scrapbooks relating the story of his life and career, costumes, paintings, and other mementos. The University Li-

brary will place the materials in its special collections division.

The Georgia Library Association held its biennial meeting at Jekyll Island on October 26-28, 1961. Over fifty per cent of the membership was in attendance. Some of the out-of-state speakers were Mr. Harry Golden, Ingri and Edgar d'Aulaire, Mrs. Sara Srygley, and Mr. Richard Harwell.

Miss Edith Foster, Director, West Georgia Regional Library, was elected President for the next biennium. Others elected were: First Vice-President, Mrs. Roberta Ryan, Librarian, South Georgia College; Second Vice-President, Mrs. Helen Fattig, Resource Librarian, Atlanta City Schools; Secretary, Mrs. Edna Olsen, Librarian, Experiment Station; Treasurer, Mr. Erwin Mapp, Director, Lanier Lake Regional Library.

James Still, Kentucky author, has presented his manuscripts and other literary materials to the library of Morehead State College, Morehead, Kentucky.

In August, 1961, construction was started on a \$2,000,000 addition to the University of Kentucky's General Library. It will contain 75,000 square feet and will be the first of several planned additions. The old building will be completely remodeled, including ventilation, lighting, and heating. Interior arrangements in the old building will be changed to conform to present service objectives of the library. The addition (and future ones) will be of modular construction. The entire building—old and new parts—will be air-conditioned.

Libraries interested in displaying the winning books in the 1961 Southern or Midwestern Books Competition

should send requests before the end of December to S. B. Gribble, Assistant to the Director, University of Kentucky Libraries, Lexington. Requests should be made for three months in order of preference between February, 1962, and December, 1962.

The new physics-chemistry building of the University of Kentucky will contain a library serving both of these departments. It is scheduled for completion in the summer of 1962.

At a cost of about \$50,000 a third floor has been added to the stacks of the Library of Murray State College. This will allow for the shelving of approximately 60,000 more volumes.

The new officers of the Kentucky Library Association are: First Vice-President and President-Elect, Mrs. Ruth Bentley, Bush School, Lida; Second Vice-President, Miss Mary Wilson Eldred, Pennyrile Regional Library, Princeton; Secretary, Mrs. Edna Miller, University of Louisville School of Dentistry.

The Mississippi Library Association reached a membership of 753 for 1961, the highest in its history.

In 1960, the Public Library Section of the Mississippi Library Association planned a series of four in-service workshops. The first workshop held in March, 1961, was for administrative librarians and had as professional consultant Lamar Wallis of the Memphis Public Library. The second, held in May, was designed for bookmobile personnel and was the largest attended. The third workshop, on library business and records, was planned for bookkeepers, machine operators and clerical staff. At the fourth, which was for branch libra-

rians, Mrs. Gretchen Schenk was the professional consultant. The workshops have proved so successful that another series of four was approved for 1962. All the workshops are held at the Mississippi Library Commission in Jackson.

The following were elected officers of the Mississippi Library Association for 1962: President, Glida Bethea, Librarian, Hattiesburg High School; President-Elect, Maria Person, Librarian, Gulfport Public Library; Secretary, Margarete Peebles, Head of Circulation, Mitchell Memorial Library, Mississippi State University; Treasurer, Nell Davis, Librarian, Lauren Rogers Library and Museum of Art, Laurel.

The Duke University Library recently acquired one of the richest collections of Wesleyana and Methodistia to be received by a library in this country. Assembled by Dr. Frank Baker of Hull, England, the collection contains more than 13,000 items. The 3,300 manuscripts in the collection include 16 items by John Wesley and 28 letters of Charles Wesley. Among the books are 227 first editions of works by John and Charles Wesley, 751, eighteenth-century editions, and a total of 1,007 editions of the works of the Wesleys. In each of these categories the Baker collection contains a larger number of items than is presently held by any other library in the United States.

The North Carolina Library Association held its biennial conference in Durham, October 25-28. There were 585 who registered for the three-day conference meetings and 70 for the pre-conference Interlibrary Loan Service Institute. New officers are: President, Carlton P. West, Librarian,

Wake Forest College; Vice-President and President-Elect, Margaret E. Kalp, School of Library Science, University of North Carolina; Second Vice-President, Dr. Benjamin F. Smith, North Carolina College; Recording Secretary, Mrs. Louella S. Posey; Corresponding Secretary, Mrs. Anna J. Cooper; Treasurer, Mrs. Pattie B. McIntyre; Directors, Evelyn Parks and Elvin E. Stowrd; and A.L.A. Representative, Carlyle J. Frarey.

A joint pilot recruiting project of the North Carolina Library Association and A.L.A., the Council on Librarianship last summer completed the three years for which it had been established, reported on its program, accomplishments, and use of monies provided by American Textbook Publishers Institute and others, and agreed to continue for one more year.

Jane B. Wilson was appointed chairman to succeed Hoyt R. Galvin. Other officers elected at the September meeting were: Mrs. Bettie Jo Litaker, Secretary, and Mrs. Grace B. Farrior, Vice-Chairman.

A substantial collection of family manuscripts and printed material has been received by the Duke University Library by gift from the William Musgrave family of Surrey, England. The collection contains the correspondence and personal papers of Sir Anthony Musgrave, an early British colonial governor, and many papers of the Field and Mark Hopkins families (the Anthony Musgrave's son married a daughter of Mark Hopkins; Mrs. Musgrave was Cyrus Field's sister). Included in the collection are several diaries dating from the early years of the 19th century; letters and papers of the Field and Hopkins families; correspondence of



a succession of British colonial secretaries; and letters of such other important persons as Coleridge, Tennyson, Matthew Arnold, Owen Wister, Harriet Beecher Stowe, Lord Brassey, Goldin Smith, Oliver Wendell Holmes, William Stanley Jevons, and Henry Sedgwick.

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Evaluative study of visual aids in modern education and improvement of teaching through selective use of visual aids were activities of the fifth annual summer Workshop in Visual Aids in Education which was held at East Carolina College from July 17-28.

The two-week event attended by 59 students from four states was directed by Associate Professor Marguerite Vanderclock Crenshaw of the East Carolina College Department of Library Science. Included in the workshop were East Carolina College seniors, teachers and administrators in the North Carolina public schools and college administrators.

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The Mecklenburg Library Association has been organized for all those who work in the various libraries of Charlotte and Mecklenburg County, North Carolina. Officers elected for the first year are: President, Mrs. John D. Morrison of Garinger High School, Charlotte; Vice-President, Mae Tucker of the Public Library of Charlotte and Mecklenburg; Treasurer, Jane Hinson of Hawthorne Junior High School, Charlotte; Recording Secretary, Della Shore of Davidson College, Davidson; and Corresponding Secretary, Mrs. John S. Monahan of Medical Library of Mecklenburg County, Inc.

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South Carolina was one of twenty-one states receiving a grant from the School Library Development Project

of the American Association of School Librarians. Funds were used to finance a one-day conference on "The Development of an Elementary School Library Program." Attending the conference were Coordinators of Instruction or a representative from each of the 108 School Districts in the State. Dr. Alice Brooks McGuire, Librarian at Casis Elementary School in Austin, Texas, was consultant for the conference, held in Columbia on October 12. Miss Carolyn Harper, State Standards Representative and Librarian at Columbia High School, served as Chairman of the Planning Committee.

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The fortieth annual meeting of the South Carolina Library Association was held at the Francis Marion Hotel, Charleston, on November 3-4, 1961. Over 200 persons registered for the meeting. Theme of the convention was "Building for the Future." Officers of the Association for 1962 are: President, Miss Jessie Gilchrist Ham, Head, Cataloging Department, McKissick Memorial Library, University of South Carolina; Vice-President and President-Elect, Mrs. William A. Foran, Children's Librarian, Richland County Public Library, Columbia; Secretary, Miss Frances Reid, Field Services Librarian, South Carolina State Library Board; and Treasurer, Miss Jane Wright, Department of Library Science, Winthrop College.

In addition, these Section Chairmen for 1962 were elected: College Section, Mrs. Elizabeth G. Hinton, Librarian, Limestone College, Gaffney; School, Miss Marcia Nelson of the A. C. Flora High School, Columbia; and Public, Miss Nelle Garrard, Librarian, Gaffney Public Library.

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On September 12, 1961, the Commissioners of Goodwyn Institute



signed an agreement with the Memphis Public Library Board combining the Goodwyn and Cossitt Libraries in the new Cossitt Library building in downtown Memphis. Work began early in October on the moving of the Goodwyn Library, whose collection numbers almost 50,000 volumes. The Goodwyn collection is strong in business and engineering and will bring with it an income estimated to exceed \$75,000 by 1966, of which over \$50,000 will be used to acquire books and related materials. Memphis Public Library officials believe the consolidation with its greatly increased income will result in the building of the finest technical collection in a public library in the South.

New buildings continue to make news in Tennessee with Nashville's recent approval of \$2,350,000 in bonds heading the list. Of the total, \$1,900,000 will be used for a new main building for the Nashville Public Library and \$450,000 for four new branches. An additional \$250,000 is now being spent on a branch building program, with the Richland Park Branch the first to be opened (October 22) under this bond issue.

The Kingsport Public Library moved into the newly remodeled J. Fred Johnson Memorial Library in September. In addition to substantial funds appropriated by the city, the Friends of the Library raised over \$80,000 to equip a library auditorium and purchase additional technical books.

The Knoxville Public Library closed an old Carnegie Branch on November 15 and immediately began planning for a new branch library, due to be completed in the summer of 1962. The Memphis State Library plans an addition to its building to be completed in the fall of 1962, and Milligan Col-

lege moved into its new P. H. Welshmeyer Library in September. The Paris-Henry County Library, a part of the Reelfoot Regional Library, has moved into new quarters in one wing of the new City Hall.

The Trustees and Friends of the Library Section of the Tennessee Library Association has resumed publication of its Newsletter, under the editorship of Mrs. Collier Goodlett, Jr., of Clarksville. The Section, in cooperation with the State Library and Archives, sponsored a Library Trustees Institute on October 6-7 in Nashville. It attracted 115 delegates representing 67 counties. The theme for the Institute was "A Public Library Program for Tennessee."

The United States Steel Foundation has made a grant of \$20,000 to the library of the University of the South for the purchase of books.

In September the Preston Library Fund was officially established by the V.M.I. Foundation, Inc., a non-profit corporation created by alumni of the Virginia Military Institute twenty-five years ago. The Preston Library Fund is the first designated effort by the Foundation to support the Library, and it is hoped that enough money will be raised to insure a yearly endowment and immediate purchase of library equipment.

This fund is a tribute to two librarians: Miss Nellie Tracy Gibbs, who worked in the Library from 1908 until she retired to serve as curator of the V.M.I. Museum, known as the Francis H. Smith Memorial Room, in the Preston Library; and Miss Margaret Vincent Jones, who came to V.M.I. in 1928 and served as Librarian until 1960.

Halifax County has joined with the

City of South Boston (Va.) to form a regional library. Miss Sterling Bagby is Librarian of the newly established library which will receive a \$39,612 Federal Aid Establishment Grant.

The first Governor's Conference on Public Library Service was held in Richmond on April 21, with Randolph W. Church, State Librarian, presiding. Approximately 200 trustees, members of "Friends" groups and librarians attended this meeting which had been planned by a V.L.A. Committee chaired by Howard M. Smith, Librarian of the Richmond Public Library.

J. Maynard Magruder of Arlington introduced the Honorable J. Lindsay Almond, who expressed genuine concern at the fact that more than one million persons in 59 counties in Virginia are without access to library facilities, and suggested that the solution lay in cooperation between two or more counties or between cities and counties.

The keynote address, "A Neighbor Looks at Virginia's Public Libraries," was given by Edwin Castagna, Director of the Enoch Pratt Free Library in Baltimore. His evaluation of the libraries, using the National Standards as criteria, found them lagging far behind in facilities, services, and in support per capita. The assembly then divided into ten groups to discuss some of the problems posed by the speakers.

Mrs. Virginia Young, Member of the Board, Missouri State Library, and President of the American Association of Library Trustees, gave an inspiring talk at the luncheon in which she urged trustees to work and learn together by belonging to state and national associations.

At the afternoon session, Harold Sugg, President of the Friends of the Norfolk Public Library, told of their

part in creating a climate which made possible the two million dollar main library which is presently under construction. Philip Ogilvie made a detailed comparison of services and expenditures in Virginia with those of California, Georgia, Mississippi, North Carolina, and Pennsylvania. The results confirmed Mr. Castagna's remarks to the effect that Virginia was last in nearly every category.

Following a session with the discussion leaders and recorders, Mr. Church summarized the reports as follows: (1) A survey of the library situation in the state is needed; (2) local libraries want more help from the State Library; (3) more trained librarians are needed (although in many cases the best use is not being made of the ones we have because too many professional librarians are being forced to do clerical work); and (4) the trustees feel the need for more meetings of this kind.

The only action taken by the group was embodied in the following motion: "Resolved, that the Planning Committee on the Governor's Conference on Public Library Service appoint a Steering Committee to explore the possibilities of organizing a Trustee Section of the Virginia Library Association." This is in direct compliance with the instructions issued last November when Miss Sterling Bagby, President of V.L.A., appointed a committee to study reactivating the Trustee Section of the Virginia Library Association.

The Methodist Publishing House has purchased from Mrs. Betty Jean Clark her publication, *The Periodical Key*. Beginning with the issue that covers 1961 materials, the title will become *The Methodist Periodical Index* and only Methodist publications will be indexed.

## Local Materials for Reference—Their Acquisition and Administration

(Continued from Page 296)

to a question, but this is one of the challenges of the work with this type of material. Perhaps one example will suffice although it is only one of similar problems faced almost daily by those in charge of local collections. The 1960 census, as has been the case in the past, does not give population figures for unincorporated communities; the Rand McNally *Pocket Map* does give these figures, but they are not currently available for 1960. To supply population figures for such communities, which were essential for a local survey, the librarian wrote the postmaster whose rural carriers served them. The rural carriers provided a reliable estimate of the number of persons living in the region to be covered by the study.

A good local collection, for reference purposes, can be little better than its catalog. The collection should be so organized that any reasonably intelligent person can make general use of it, but the very nature of the collection makes it imperative that it be serviced by persons thoroughly familiar not only with its contents but with the geographical area covered. At one time or another most librarians surely have been subjected to a pep talk or to threatening words from a pompous Head Librarian who, somewhere in the course of his harangue, has pointed out that no member of the staff is indispensable. This remark may well be true, but it is surely less applicable to librarians who work with local materials than to almost any other specialist within the profession. Good circulation librarians, he *might* think, are a dime a dozen, and catalogers are being graduated from library school every June, but specialists in local materials are the

product of more than a good library school. Undergraduate and even graduate training in certain subject fields certainly increase their usefulness, but basically the most useful persons who select, process, and service local materials are those whose interest and knowledge in this special field has been growing from youth. It is tempting to be so dogmatic as to say that good librarians for local materials are born, not made.

Many a grateful patron of a local collection has surely gone away repeating to himself a bit of Goldsmith's *Deserted Village* which he was forced to memorize in high school—"And still they gaz'd, and still the wonder grew, that one small head could carry all he knew." Goldsmith, of course, was writing of the parson, but maybe that has been forgotten because it also applies to so many librarians.

### EDITOR'S ANNOUNCEMENT

The next issue of the *Southeastern Librarian*, volume 12, number 1, will appear on April 15, a month later than heretofore scheduled. Succeeding numbers will also be issued a month later than previously—on the 15th of July, October, and January.

Also, the journal will appear in a new format. Binding librarians needn't be concerned—the size will remain the same, but the cover has been redesigned, and coated paper will be used throughout.

These changes have been made only after considerable thought and discussion by the Editorial Board. Whatever inconveniences are caused will be more than compensated for, it is hoped, by the improved appearance and practicality of future issues.

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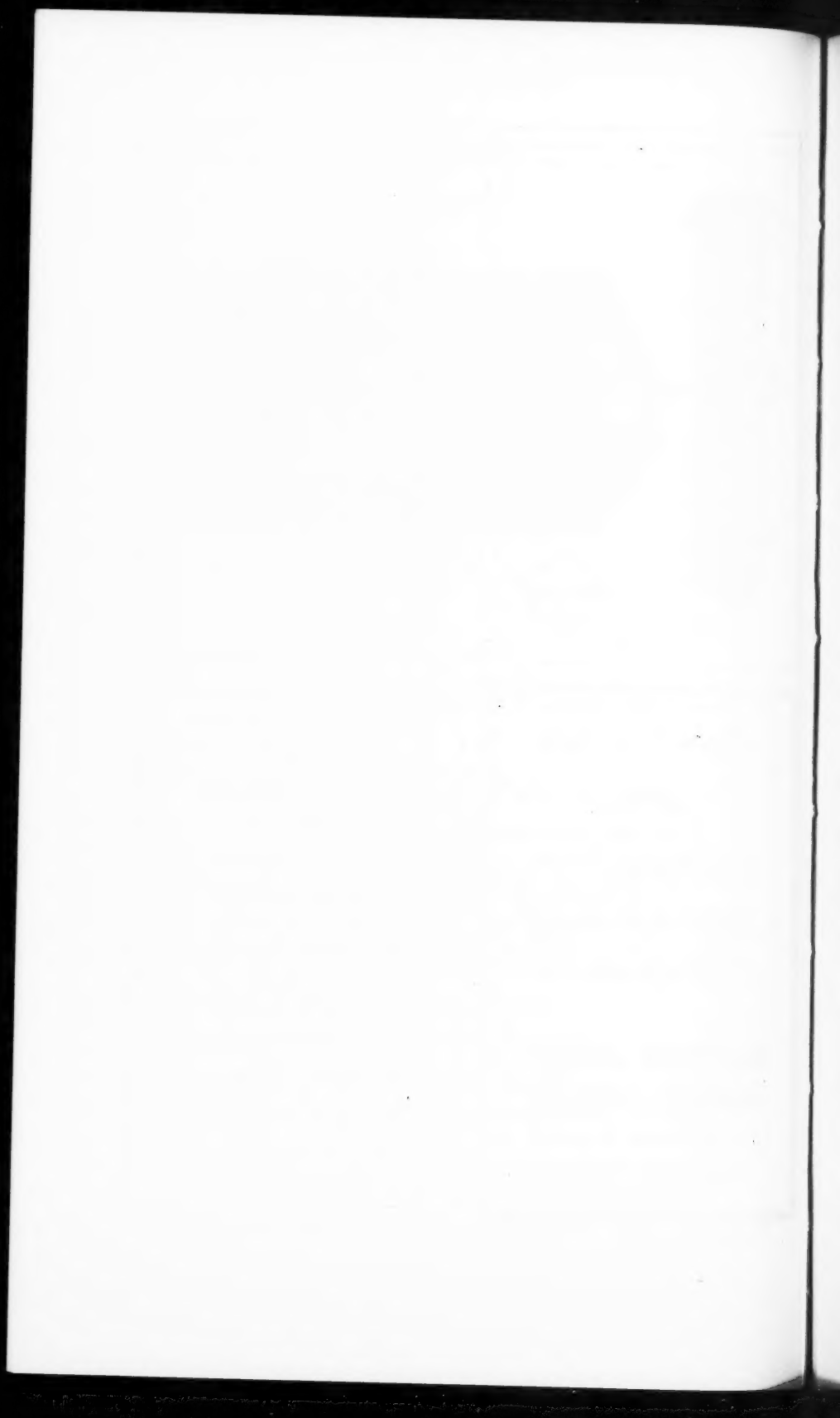
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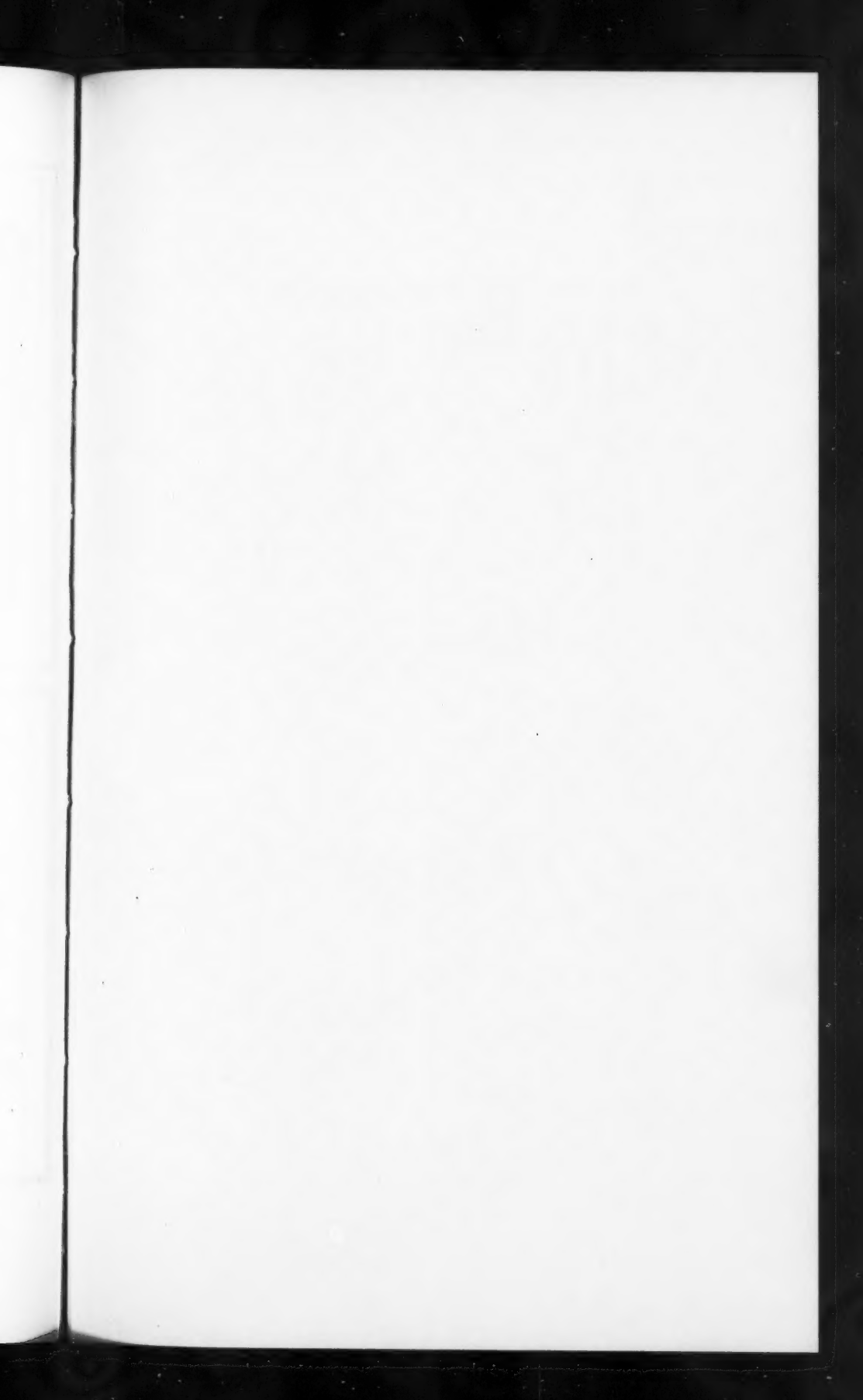
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